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ABSTRACT

New Jersey statutes and regulations state certain definitions, standards, and processes for providing a "thorough and efficient" (T & E) education. This document presents 53 sample educational policy statements local districts can use as models when developing their own policy. These sample statements are indexed using the National School Boards Association's Educational Policies Service codification system, as well as by reference to New Jersey's T & E Administrative Code. This code is included in full as one of the appendices to the document. (PGD)

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T & E SAMPLE POLICIES

Policy Reference Manual For The Implementation Of The Public Education Act Of 1975

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New Jersey School Boards Association
383 West State Street
P.O. Box 909
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January, 1977

EA 010 820

ERRATA SHEET

T & E SAMPLE POLICIES, January 1977, Policy Reference Manual for District Implementation of the Public Education Act of 1975

New Jersey School Policy Service Cross Code of the NSBA Educational Policy Service Alphabetic Codes to the Davies-Brickell Associates Numeric Code.

EPS CODE		DBA DESCRIPTOR	DBA CODE
Original	Current		
use codes for goals in each section	AE	Goals For Student Learning	0200
"	AE	Objectives For Student Learning	0300
BCBL,CEI,CGI,GBI, GCI,GDI, & IJ	AF	Monitoring Products and Processes of School Districts	9400
IB	IA	Pedagogical Objectives of the Instructional Program	6120
BDBB,BDBC, & BDBD	BFB	Formulation, Adoption, Amendment of Policies	9311
IB	IAA	Instruction - Goals and Objectives	6010/0316
IH	IK	Standards of Proficiency	6146
ICF	IFD	Curriculum Adoption	6140
IC	IF	Curriculum Design/Development	6141
IDA	IGA	Subject Fields	6142
IFBD	IIBD	Media Center (Library)	6163.1
IG	IJ	Individual Services and Diagnostic Counseling	6164
IG	IJ	Guidance Services	6164.2
IDDF	IGBA	Special Education	6171
IDA	IGBF	Bilingual-Bicultural Education	6141.31
IDDA	IGBC	Special Education	6171
IDA	IGAD	Vocational/Industrial/Occupational Education	6176
IDDD	IGBB	Education of Gifted Students	6171.2

EPS CODE		DBA DESCRIPTOR	DBA CODE
JAA	JB	Affirmative Action	6121
JAA	JB	Civil & Legal Rights & Responsibilities	5145
MD	LB	Cooperative Arrangements with Other School Districts	1650
IKA	INA	Instructional Arrangements	6150
JBCCA	JECC	Assignment to Teachers and Classes	5122
JBCCB	JECD	" " "	5122
IEA	IHA	Instructional Arrangements-Grouping	6152
GAA	GA	Personnel-Goals & Objectives	4010
IF	II	Instructional Services	6160
EA	EA	Support Service Goals	3010
KF	KF	Community Resources	6162.4
IH	IK	Standards of Proficiency	6146
IHE	IKE	Promotion & Retention	5123
IHF	IKF	Graduation Requirements/Standards of Proficiency	6146
JBCCB	JECD	Student-Transfers & Withdrawals	5119
II	IL	Research; Testing	6162.5
IDDB	IGBE	Remedial Instruction	6171.1
IHAB	IKAB	Progress Reporting to Parents	5124
IHE	IKE	Student Promotion/Retention	5123
IHF	IKF	Graduation Requirements	6146
GBB	GCA	Certificated Personnel-Duties	4118.3
GBD	GCD	Certificated Personnel-Appointment & Conditions of Employment	4112
GBRJ	GCEA	Substitute Teachers	4121
EA	EA	Concept & Roles in Business & Non-Instructional Operations	3010

EPS CODE		DBA DESCRIPTOR	DBA CODE
IFBA	IIBA	Teacher Aides	4126
GAD	GCL	Certificated Personnel-Inservice Education	4131
GAD	GCL	Classified Personnel-Growth in Job Skills	4231
IF	II	Instructional Services	6160
IFA	IIAA	Selection of Instructional Materials	6161.1
IFAB	IIAB	" " "	"
KB	KB	Communication with the Public	1100
IDG	IGE	Adult/Continuing Education	6200
KF	KF	Community Resources	6162.4
LC	KM	Community Organizations	1210
D	D	Business & Non-Instructional Operations	3000 (generally
C	C	Administration	2000 (generally
FEB	FEA	New Construction-Developing Educational Specifications	7115
EBI	ECB	Operation & Maintenance of Plant	3510
DCCA	DBC	Budget Calendar	3112
DC	DB	Budget/Budgeting System	3100
DCE	DBH	Budget Adoption	3150
CO	CM	School District Annual Report	2232.1
KB	AG	Public Announcements of Accomplishments	9410
GAC	ABB	Commitment to Democratic Principles in Relation to Community, Staff, Students	9030

PREFACE

The starting point in the preparation of this Policy Reference Manual was the passage of Chapter 212, of the Public Education Act of 1975 and the subsequent passage of the New Jersey Administrative Code regulations for the implementation of that law.

Many excellent resource documents and texts have been provided to New Jersey school districts to assist them in implementing a thorough and efficient education at the local level. Among the organizations that provided these documents and texts are the New Jersey State Department of Education, Research for Better Schools, Inc., the National School Boards Association; many local school districts, and the New Jersey School Boards Association. This manual is designed to provide a reference tool to assist the local district not only in their policy-making responsibility but in the specific requirement of every local board to implement a thorough and efficient education in every community.

The manual has been hole-punched for your convenience. It may be incorporated with the NJSBA/NSBA Educational Policy Reference Manual. However, we suggest your district consider this the first installment in the development of a New Jersey Sample Policy Clearinghouse and start a local district Policy Reference Manual. Additional sample policies specific to New Jersey will be forwarded to you to add to your manual as educational issues are identified and the need for local district policy is evident.

This manual was prepared by Linda L. Morton, Assistant Director of Management Information. Glenn Tecker, Director of Management Information provided invaluable suggestions and review. The following staff contributed greatly to the development of this manual: Don Calderon, content review; William J. Zaino, legal review; Ray Moats, cover design; Mary Jane Vrancik, organization and proofreading; and Mary Turney who supervised Lorraine Saxton in the typing, Barbara Stone in the printing and the entire mail room staff in collating of the Manual.

Mark W. Hurwitz
Executive Director

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INTRODUCTION TO "T&E" SAMPLE POLICIES

Following passage of the Public Education Act of 1975, Chapter 212, the New Jersey State Board of Education developed and approved regulations for the implementation of that Act. Those regulations are contained in the New Jersey Administrative Code, Chapter 6, Subtitle B.

To assist local boards of education in implementing the new "T&E" regulations, the New Jersey School Boards Association, in cooperation with the National School Boards Association, published in March of 1976 a "translation" chart that assisted local boards of education to identify school district policies that would implement "T&E" on the local level. The chart identified every New Jersey Administrative Code reference, and corresponded each reference to the National School Boards Association's Educational Policies Service codification system. The chart also included a "lay" interpretation of the requirements of the administrative code regulations for the local district.

Over the past few months, the New Jersey School Boards Association received an overwhelming number of requests from local boards of education for sample policies that could be used as samples for district policies implementing a "thorough and efficient" education. This booklet endeavors to answer those requests. The following pages contain 53 sample policies that a board of education may use as a reference tool in developing policies

for "T&E". The sample policies give you something with which to start. They are working papers to be edited, adapted, and modified as necessary to meet your district's particular situation. The use of these samples can save you considerable writing time. They can provide ideas you may want to include in your district policy. A few of the sample policies may be exactly right for your district and, in those instances, they can be adopted verbatim.

While these sample policies are codified to the National School Boards Association's Educational Policies Service codification system, they deal specifically with the implementation of "T&E" in New Jersey. In all instances, the sample policies are referenced to the New Jersey Administrative Code requirement that they implement and, in many instances, the legal requirement is quoted or paraphrased. Examples of cross-referencing, code combining, and the addition of new break-out codes are demonstrated throughout the collection.

Some sample policies may not be relevant to your district and community. Nonetheless, they are included to provide you with a picture of the requirements for all types of school districts. Some of the sample policies are very broad and set district policy in more than one area. Separate policies are not needed to implement each policy decision of the board but may be combined into one policy if the decisions address a specific topic.

However, the opposite of the suggestion may better suit your district. Individual policies addressing specific topics may be developed and should be codified alphabetically to the NSBA/EPS break-out code following each main policy code. The direction your board takes in developing and codifying your district policies should be the most logical and relevant in your district and community to meet your educational needs.

The sample policies should be used in your local district as one of a collection of reference tools provided by the New Jersey School Boards Association to assist you in meeting the mandate for a thorough and efficient system of education. Publications of the New Jersey State Department of Education should also be consulted. Although these sample policies have been developed to specifically implement New Jersey law and regulations, local prerogatives and responsibilities make it essential for each board to carefully review every policy developed in their district prior to final adoption. Local board policy carries the weight of law in your district. It should never be arbitrary or capricious. It must enhance the quality of local school governance reflecting the community's educational philosophy and goals. Good policy assists the administrator to develop and improve the educational process by clearly delineating goals, expectations, and constraints.

The sample policies are intended as guidelines for charting a course of action for implementation of a thorough and efficient educational system. Local board policy establishes the authority of the board of

education to develop district goals and objectives. These samples will not decide your goals and objectives for you. They do provide a "model" for the process which can be used to develop your course of action. Still, you must "customize" your districts process for involving teaching staff members, students, and the community.

Policies tell "what" is wanted. They may also include "why" and "how much". Policies should be specific enough to clearly guide administration of the board's philosophy and goals. However, the detailed directions that will put these policies into practice - the "how", "by whom", "where", and "when" are decisions which must be made by each board of education in consultation with its chief school administrator.

INDEX OF SAMPLE POLICIES BY
EPS POLICY CODE

EPS CODE		
AE-A	School District Goals and Objectives (T&E)	N.J.A.C. 6:8-2.1(a,b)
AE-B	School District Goals and Objectives	N.J.A.C. 6:8-3.1(a,b,c)
AF	Commitment to Accomplishment	N.J.A.C. 6:8-3.1(d)
AG	Reporting to the Public	N.J.A.C. 6:8-6.2(d)
BFB	Preliminary Development of Educational Program (curriculum) Policies	N.J.A.C. 6:8-3.2(a,[illegible])
CA	Administration Goals	N.J.A.C. 6:8-4.7(a1,2)
CM	School District Annual Report	N.J.A.C. 6:8-6.1(b,c) N.J.A.C. 6:8-7.1 et seq.
DBF/DBG/DBH	Budget Schedule	N.J.A.C. 6:8-5.1(a,b) N.J.A.C. 6:8-7.2(b1)
EA-A	Support Services Goals	N.J.A.C. 6:8-4.3(f)
EA-B	Support Services Goals	N.J.A.C. 6:8-3.6(a1,b) N.J.A.C. 6:8-4.3(f)
ECB/FEA	Buildings and Grounds Educational Specifications and Maintenance	N.J.A.C. 6:8-4.8(a,b,c)
ECB	Buildings and Grounds Maintenance	N.J.A.C. 6:8-4.8(c)
FEA	Educational Specifications	N.J.A.C. 6:8-4.8(a,b)
GA	Personnel Policy Goals	N.J.A.C. 6:8-3.6(a6)
GCA	Professional Staff Positions	N.J.A.C. 6:8-4.3(a)
GCD	Professional Staff Hiring	N.J.A.C. 6:8-4.3(b)
GCE	Substitute Professional Staff Employment	N.J.A.C. 6:8-4.3(e)
GCL	Professional Staff Development Opportunities	N.J.A.C. 6:8-4.4(a) N.J.A.C. 6:8-7.2(b2)
GCM	Middle Management	N.J.A.C. 6:8-4.3(c)
GCN	Child Study Team	N.J.A.C. 6:8-4.3(d)

GDL	Support Staff Development Opportunities	N.J.A.C. 6:8-4.4(a) N.J.A.C. 6:8-7.2(b2)
IA-A	Instructional Goals	N.J.A.C. 6:8-2.1(a,b,c) N.J.A.C. 6:8-3.1(a,b,c, d,e) N.J.A.C. 6:8-3.2(a,c) N.J.A.C. 6:8-3.4(b) N.J.A.C. 6:8-3.6(a3,4,7)
IA-B	Instructional Goals	N.J.A.C. 6:8-3.6(a)
IAA	Instructional Priority Objectives	N.J.A.C. 6:8-3.3(a)
IF-A	Curriculum Development	N.J.A.C. 6:8-3.5(a1-11)
IF-B	Curriculum Development	N.J.A.C. 6:8-3.5(a1-11)
IFD	Curriculum Adoption	N.J.A.C. 6:8-3.5(a)
IGA	Basic Instructional Program	N.J.A.C. 6:8-3.5(a1,2)
IGAD	Occupational Education (career-vocational)	N.J.A.C. 6:8-3.5(a5,10)
IGBA	Special Education (Programs for Handicapped Students)	N.J.A.C. 6:8-3.5(a,b)
IGBB	Programs for Gifted children	N.J.A.C. 6:8-3.5(a11)
IGBE	Remedial Instruction	N.J.A.C. 6:8-3.5(a8)
IGBF	Bilingual Instruction	N.J.A.C. 6:8-3.5(a7)
IHA	Grouping for Instruction	N.J.A.C. 6:8-3.6(a2) N.J.A.C. 6:8-4.5(a,b)
IIAA	Textbook Selection and Utilization	N.J.A.C. 6:8-4.5(b)
IIAB	Supplementary Materials Selection and Utilization	N.J.A.C. 6:8-4.5(b)
IIBA	Teacher Aides	N.J.A.C. 6:8-4.3(g)
IIBD	School Libraries/Media Centers	N.J.A.C. 6:8-3.5(a4)
IJ	Guidance Programs	N.J.A.C. 6:8-3.5(a5)
IK	Academic Achievement	N.J.A.C. 6:8-3.4(a) N.J.A.C. 6:8-3.7(a) N.J.A.C. 6:8-3.8(b)

IKAB-A	Student Progress Reports to Parents	N.J.A.C. 6:8-4.1(a)
IKAB-B	Pupil Progress Reporting to Parents	N.J.A.C. 6:8-4.1(a)
IKE	Promotion, Retention, and Acceleration	N.J.A.C. 6:8-3.8(a)
IKEA/IKFA	Acceleration/Early Graduation	N.J.A.C. 6:8-3.8(a) 4.2(a1,2)
IKF	Graduation Requirements	N.J.A.C. 6:8-3.8(a) N.J.A.C. 6:8-4.2(a2)
JB	Equal Educational Opportunity	N.J.A.C. 6:8-3.5(a9)
JECC/JECD	Assignment of Students to Schools & Classes	N.J.A.C. 6:8-3.6(a5)
KB/KF-A	Public Information Program & Use of Community Resources	N.J.A.C. 6:8-3.6(a,b) N.J.A.C. 6:8-4.6(a,b)
KB/KF-B	Public Information Program & Use of Community Resources (people)	N.J.A.C. 6:8-3.6(a6) N.J.A.C. 6:8-4.6(a,b)
KF	Community Resources	N.J.A.C. 6:8-3.6(a6) N.J.A.C. 6:8-4.6(b)
KLB	Public complaints about the curriculum or instructional materials	Appendix
LB	Relations with other schools & school districts	N.J.A.C. 6:8-3.5(a3)

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2.1(b)	AE-A, IA-A
2.1(c)	IA-A
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3.1(b)	AE-B, IA-A
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3.5(a2)	IF-A, IF-B, IGA
3.5(a3)	IF-A, IF-B, IB

3.5(a4)	IF-A, IF-B, IIBD
3.5(a5)	IF-A, IF-B, IGAG, IJ
3.5(a6)	IF-A, IF-B, IGBA
3.5(a7)	IF-A, IF-B, IGBF
3.5(a8)	IF-A, IF-B, IGBE
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3.6(a)	GA, IA-B
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3.6(a2)	II, IA-B
3.6(a3)	IA-A, IA-B
3.6(a4)	IA-A, IA-B
3.6(a5)	IA-B, IHA, JECC/JECD
3.6(a6)	EA-B, GA, IA-B KB/KF-A, KB/KF-B, KF
3.6(a7)	IA-A, IA-B
3.7(a)	IK
3.8(a)	IKE, IKEA/IKFA, IKF
3.8(b)	IK
3.8(c1-4)	IGBE
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3.8(e)	Requirement of the State Department of Education (district policy is not necessary)
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4.2(a2)	IKEA/IKFA, IKF

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4.3(b)	GCD
4.3(c1-3)	GCM
4.3(d)	GCN
4.3(e)	GCEA
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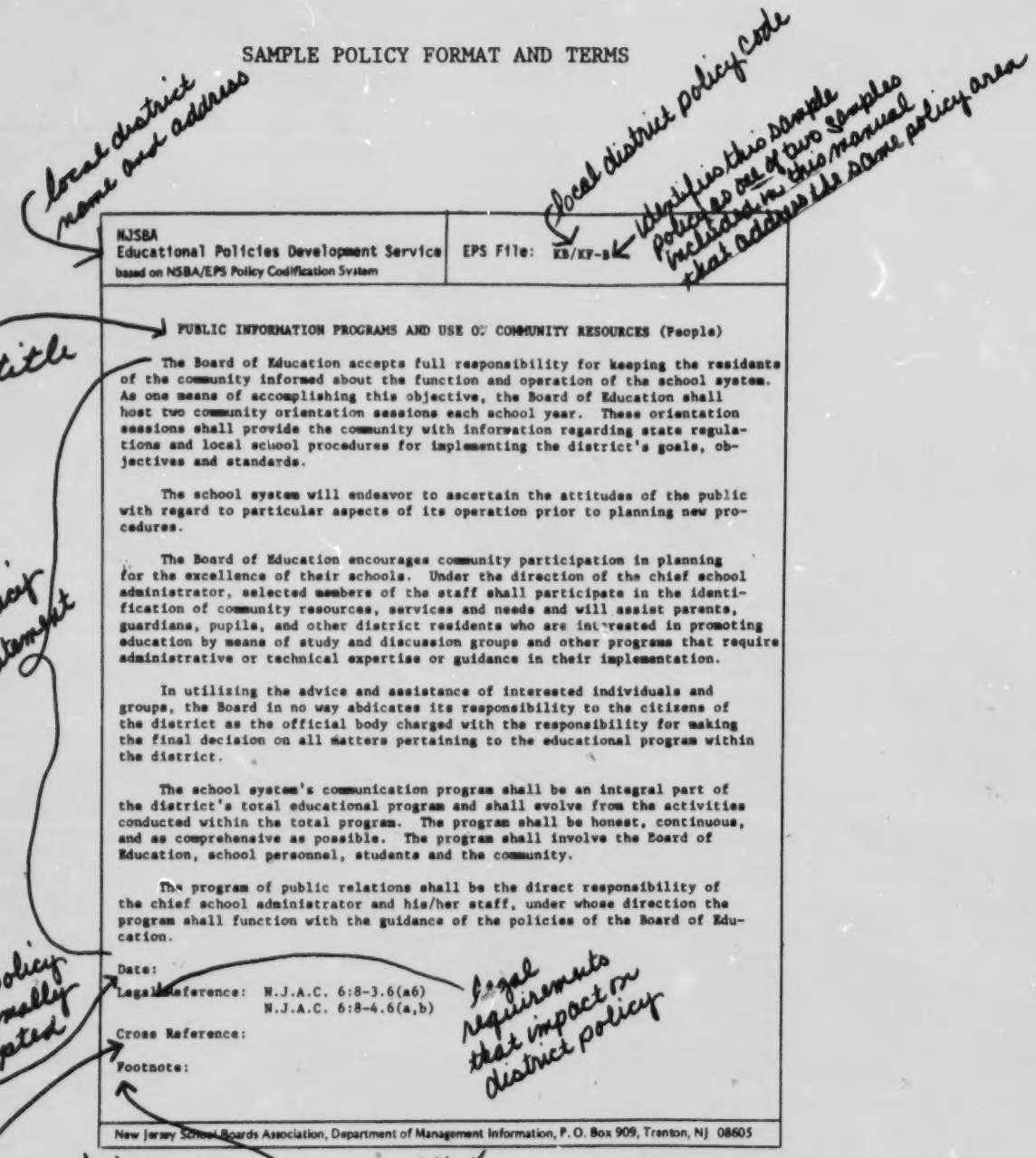
7.1(b)	CM
7.2(a1)	CM
7.2(b1)	DBF/DBG/DBH
7.2(b2)	GCL, GDL
7.2(c)	Requirement of the Commissioner of Education (district policy is not necessary)
7.3(a)	Requirement of the State Board of Education (district policy is not necessary)
No code reference	KLB

SAMPLE POLICY FORMAT AND TERMS


local district name and address
local district policy code
Identifies this sample policy as one of two samples included in this manual that address the same policy area
NJSBA
Educational Policies Development Service
based on NSBA/EPS Policy Codification System
EPS File: KB/KF-S
PUBLIC INFORMATION PROGRAMS AND USE OF COMMUNITY RESOURCES (People)
title
The Board of Education accepts full responsibility for keeping the residents of the community informed about the function and operation of the school system. As one means of accomplishing this objective, the Board of Education shall host two community orientation sessions each school year. These orientation sessions shall provide the community with information regarding state regulations and local school procedures for implementing the district's goals, objectives and standards.
The school system will endeavor to ascertain the attitudes of the public with regard to particular aspects of its operation prior to planning new procedures.
The Board of Education encourages community participation in planning for the excellence of their schools. Under the direction of the chief school administrator, selected members of the staff shall participate in the identification of community resources, services and needs and will assist parents, guardians, pupils, and other district residents who are interested in promoting education by means of study and discussion groups and other programs that require administrative or technical expertise or guidance in their implementation.
In utilizing the advice and assistance of interested individuals and groups, the Board in no way abdicates its responsibility to the citizens of the district as the official body charged with the responsibility for making the final decision on all matters pertaining to the educational program within the district.
The school system's communication program shall be an integral part of the district's total educational program and shall evolve from the activities conducted within the total program. The program shall be honest, continuous, and as comprehensive as possible. The program shall involve the Board of Education, school personnel, students and the community.
The program of public relations shall be the direct responsibility of the chief school administrator and his/her staff, under whose direction the program shall function with the guidance of the policies of the Board of Education.
policy statement
Date:
date policy is formally adopted
Legal Reference: N.J.A.C. 6:8-3.6(a6)
N.J.A.C. 6:8-4.6(a,b)
legal requirements that impact on district policy
Cross Reference:
Footnote:
should refer to other adopted district policy that is directly related
used in the sample policy to provide the user with explanation of how the samples can best be used or to explain a specific phrase and its impact — footnotes should be used sparingly in final district policy
New Jersey School Boards Association, Department of Management Information, P. O. Box 909, Trenton, NJ 08605

The policy development worksheet is provided here to assist you in developing a process for district policy development.

YOURTOWN PUBLIC SCHOOLS
POLICY DEVELOPMENT WORK SHEET

Combined Code KB/KF
KB-Public Information Programs
KF-Use of Community Resources

EPS FILE

PROBLEM - ISSUE - NEED 1. Responsibility of board in keeping public informed of the education requirements and programs of district. 2. Means for community to input to the district in planning. 3. Effective use of community resource people. 4. District communication program.

REFERENCES N.J.A.C. 6:8-3.6(a6) requires that instruction to achieve goals, objectives and standards include effective use of personnel, resources and facilities of the school and community. N.J.A.C. 6:8-4.6(a) requires that district parents, guardians and other residents be provided opportunity for orientation and information regarding state regulations and local school procedures. N.J.A.C. 6:8-4.6(b) requires that teaching staff members, under direction of the chief school administrator and in consultation with pupils, parents, guardians and other residents identify resources, services and needs in planning continuous educational improvement.

KEY PHRASES 1. Board's responsibility to keep community informed
2. Two community orientations per year
3. Community input in planning new programs
4. Study groups consisting of teachers, administrators, pupils, & community residents
5. Board retains final authority in educational program decisions
6. District communication program direct responsibility of chief school administrator shall be honest, continuous, and comprehensive

COMMITTEE REVIEW Oct. 10, 1976 approved
FIRST READING Oct. 13, 1976
REWRITE No Change
SECOND READING November 13, 1976
FINAL WRITE UP No Change
ADOPTION Dec. 13, 1976

identifies the topic

local district policy code

sets the legal parameters within which the policy may be developed — may also include reference to related district policy

the statements of board philosophy — what the policy is to accomplish

are all record keeping procedures to assist board in adhering to its policy on policy development

POLICY SAMPLES

AE-A THROUGH LB

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: AE-A

SCHOOL DISTRICT GOALS AND OBJECTIVES (T & E)

The_____ Board of Education recognizes the applicability of the State of New Jersey's Educational Goals, as enumerated in N.J.A.C. 6:8-2.1 as a statement of intent by the State. These Outcome and Process Goals will be considered in the_____ Board of Education's development of its own District and School Goals, toward the end of making the Board's goals consistent with the intent of the State's goals.

Date:

Legal Reference: N.J.A.C. 6:8-2.1(a,b)

Cross Reference IA - Instructional Goals

Footnote: Two sample policies are reported for your consideration in providing a policy concerning school district goals and objectives. The above sample policy is directly related to IA Instructional Goals and should be cross referenced. Sample policy AE-B need not be as it stands alone and is based on a different New Jersey Administrative Code requirement. However you may choose to combine or adapt AE-A and AE-B into one policy.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: AE-B

SCHOOL DISTRICT GOALS & OBJECTIVES

The _____School District accepts the responsibility for the development of a 5 year written educational plan that will provide every district pupil with the skills to stand confidently, participate fully, learn continually, and contribute meaningfully to our world.

The written educational plan, including a time table for implementation, will be developed in 5 year cycles and will incorporate the following goals into the short and long range plans for the school district:

1. To insure that each student develops proficiency in basic academic skills.

2. To insure that each student develops the capacity to recognize and cope with the problems of an unknown future.

3. To insure the development of meaningful interpersonal relationships among students, staff, and community.

4. To insure that staff, students, and parents are afforded maximum feasible participation in the development and evaluation of programs and policies that meet the educational needs of each community.

5. To insure maximum efficiency in the allocation of material resources.

6. To insure maximum efficiency in the allocation of human resources. The Board shall provide for the annual assessment and evaluation of the school year plan prior to its adoption and implementation.

Date:

Legal Reference: N.J.A.C. 6:8-3.1(a,b,c)

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: AF

COMMITMENT TO ACCOMPLISHMENT

The _____School District's written educational plan shall be sequential and specific. The standards and procedures for assessing and evaluating the plan's long and short range objectives shall be based on the following major elements:

(a) Clear statements of expectations and purposes (i.e., philosophy, goals, and objectives), coupled with specifications of how their successful achievement will be determined,

(b) Provisions for the staff, resources, and support necessary to achieving purposes,

(c) Evaluation carefully designed to determine how well expectations and purposes are met, and

(d) Revisions and modifications as needed to improve.

Every effort shall be made by Board, chief school administrator, and staff to fulfill the responsibilities of providing a thorough and efficient education to the pupils of School District.

Date:

Legal Reference: N.J.A.C. 6:8-3.1(d)

ACCOMPLISHMENT REPORTING TO THE PUBLIC

The Board accepts its responsibility to lead in the identification and development of broad goals and specific objectives to be accomplished by each school and the school district and to make realistic adjustments in these targets after the adoption of the actual operating budget. In return, the Board will expect the chief school administrator to employ all appropriate means to provide for continuous and candid reports of the accomplishment by district staff in the pursuit of these goals and objectives for which reliable measurement indicators have been established. The purpose of these accomplishment reports shall be to provide the Board with information needed for making on-going policy and planning decisions.

As a means of keeping the public informed about school needs and about actual results being obtained from the public's support of school programs, the Board of Education shall annually provide district citizens with an accomplishment report. The accomplishment report shall include the Commissioner of Education's classification of each school within the district and that of the district as a whole.

The annual accomplishment report shall be presented in clear and concise language and be buttressed as necessary by meaningful graphics in order that the significance of all information be easily understood by lay citizens.

Date:

Legal Reference: N.J.A.C. 6:8-6.2(d)

Footnote: N.J.A.C. 6:8-6.2 also requires that the school district classification list be maintained in the office of the County Superintendent of Schools.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: BFB

PRELIMINARY DEVELOPMENT OF EDUCATIONAL PROGRAM (CURRICULUM) POLICIES

The _____Board of Education, recognizing that its primary responsibility is to provide a thorough and efficient system of education to the pupils in the district, through an educational opportunity which will prepare them to function politically, economically and socially in a democratic society, desires to base this educational opportunity on written educational goals for the district and each school in the district.

These goals shall reflect the educational needs of the district, shall be consistent with the intent of the State educational goals, and shall serve as the basis for the educational program (curriculum) in each school.

It is the Board's desire to encourage community involvement in the establishment of these educational goals, and it directs the Chief School Administrator of the district to develop procedures to accomplish this, (subject to board approval), which will insure consultation with all concerned through participation of:

- the highest qualified professional staff members,
- pupils,
- parents and guardians of pupils,
- other district residents.

Prior to adoption or revision of district and school educational goals, the Board of Education shall provide an opportunity for the community at large to review and comment on the goals. This opportunity shall take place at a public meeting of the board, called specifically for this purpose.

Date:

Legal Reference: N.J.A.C. 6:8-3.2(a,b)

Cross Reference: IA - Instructional Goals

Footnote 1: Specific language of N.J.A.C. 6:8-3.2(a) requires that:

Goals shall be developed in consultation with teaching staff members, pupils, parents or guardians of pupils and other district residents, under the direction of the chief school administrator.

NOTE in paragraph three of the sample policy how district prerogative further defines and specifies the requirement of the individual district in stating "the highest qualified professional staff members". For further explanation of district prerogative see GCL footnote.

Footnote 2: The philosophy of the policy statement is explained in the first paragraph. Paragraphs two and three of the sample policy address N.J.A.C. 6:8-3.2(a). Paragraph four speaks to N.J.A.C. 6:8-3.2(b&c).

ADMINISTRATION GOALS

Proper administration of the schools is most vital to a successful educational program. The general purpose of the district's administration shall be to coordinate and supervise, under the policies of the Board, the creation and operation of an environment in which students learn most effectively. Administrative duties and functions should be appraised in terms of the contribution made to attaining the district's educational goals. The Board shall rely on its chief school administrator to provide at the district level the professional administrative leadership demanded by these goals.

The district's administrative organization shall be designed so that all divisions and departments of the central office and all schools are part of a single system guided by Board policies which are implemented through the chief school administrator. Principals and central office administrators are all expected to administer their units in accordance with Board policy and the chief school administrator's rules and procedures. However, the mere execution of directives cannot, by itself, be construed as good administration. Vision, initiative, resourcefulness, and wise leadership--as well as consideration and concern for staff members, students, parents, and others--are essential for effective administration.

Within the concept of an effective total system the Board shall consult with the chief school administrator and highly qualified teaching staff members in the developing of administrative procedures, consistent with board policy, that insure sound district and school fiscal operation and management.

The district chief school administrator, each principal, and all other administrators shall have the authority and responsibility necessary for his or her specific administrative assignment. Each shall likewise be accountable for the effectiveness with which the administrative assignment is carried out. The Board shall be responsible for clearly specifying requirements and expectations of the chief school administrator, then holding the chief school administrator accountable by evaluating how well those requirements and expectations have been met. In turn, the chief school administrator shall be responsible for clearly specifying requirements and expectations for all other administrators, then for holding each accountable by evaluating how well requirements and expectations have been met.

Major goals of the administration in the district shall be:

1. To manage the district's various departments, units, and programs effectively.

2. To provide professional advice and counsel to the Board and to advisory groups established by Board action. Preferably, where feasible, this will be done through reviewing alternatives, analyzing the advantages and disadvantages of each, and recommending a selection from among the alternatives.

3. To implement the management function so as to assure the best and most effective learning programs, through achieving such subgoals as (a) providing leadership in keeping abreast of current educational developments; (b) arranging for the staff development necessary to the establishment and operation of learning programs that better meet more learner needs; (c)

coordinating cooperative efforts at improvement of learning programs, facilities, equipment, and materials; and (d) providing access to the decision making process for improvement ideas of staff, students, parents, and others.

Date:

Legal Reference: N.J.A.C. 6:8-4.7(a 1,2)

Cross Reference: AE - School District Goals and Objectives
1A - Instructional Goals

Footnote: Paragraph three, for explanation of "highest qualified teaching staff members" see footnote in sample policy GCL

SCHOOL DISTRICT ANNUAL REPORT

An annual report describing progress of the district and each school within the district in achieving goals, objectives, and standards of the school system and the administration's recommendations for their improvement shall be prepared by the chief school administrator and presented to the Board prior to the close of each school year. Upon Board approval the report shall be forwarded, by July 1, to the Commissioner of Education and shall constitute part of the Commissioner's annual evaluation of the district.

The annual report shall be submitted on forms provided by the Department of Education and shall include but not be limited to:

1. Demographic data related to each school;

2. Results of district and school assessment programs of pupil achievement in basic skill areas;

3. Number of and reasons for school dropouts;

4. Evidence of the effectiveness by the district and each school within the district in achieving applicable state, district and school goals and long- and short-range objectives and standards;

5. Plans and programs for professional improvement;

6. Plans to carry out innovative or experimental educational programs designed to improve the quality of education;

7. Recommendations for school improvements during the ensuing year;

8. Master plans of projected capital construction needs, pursuant to law and regulation; and

9. Information on each school's fiscal operation including the district's audit report, when submitted, pursuant to law and regulation.

This report shall also be made available to the public and shall serve as one means of informing parents and citizens of the programs and conditions of the _____schools.

If the district or a school is conditionally approved or unapproved by the Commissioner, the Board of Education shall cooperate fully in undertaking corrective action by the development of a remedial plan pursuant to New Jersey Administrative Code regulation.

Date:

Legal Reference: N.J.A.C. 6:8-6.1(b,c)
N.J.A.C. 6:8-7.1 (7.2 & 7.3) et seq.

BUDGET SCHEDULE

The_____Board of Education directs the chief school administrator to prepare and implement a budget development schedule that will enable the Board to fulfill the budget submission requirements of the New Jersey Statutes, Title 18A, and the New Jersey Administrative Code.

The annual budget shall be arrived at according to the following procedures:

(a) The budget shall be prepared for the ensuing school year in the format authorized by the Commissioner of Education.

It shall show:

1. the amounts of money necessary to be appropriated by line item for the ensuing year,
2. the amounts appropriated for each item for the current year,
3. the anticipated revenues for each item for the current year,
4. the amount of surplus available at the beginning of the current year, and
5. the amounts of state and federal aid appropriated to the district for the ensuing year.

(b) The chief school administrator shall sumbit a tentative budget to the Board on or before_____.
Date

(c) The Board shall prepare the budget on or before the_____.
Date

(d) The Board directs the chief school administrator to submit the proposed budget and related information required by law to the County Superintendent

of schools on or before_____. The Board and chief school
Date

administrator shall consult with the County Superintendent if changes in the proposed budget are recommended.

(e) After the proposed budget has been reviewed and approved by the County Superintendent the Board shall hold a public budget hearing at a a preadvertised date, place and time. The budget and statement shall also be advertised in advance.

(f) The Board may make available to the Township Committee a confidential report of the budget prior to the regular public hearing and may consider comments of the Township Committee.

(g) At or after the public hearing, but not later than_____,
Date

the Board shall fix and determine the amount of money to be voted upon at the annual school election. This sum shall be designated in the notice calling the election.

(h) If the voters of the district reject any of the items submitted at the annual school election, the Secretary shall certify the budget to the Township, and thereafter the provisions of law regarding rejected budgets shall apply.

Date:

Legal Reference: N.J.A.C. 6:8-5.1(a,b)
N.J.A.C. 6:8-7.2(b1)
N.J.S.A. 18A:22-1 et seq.

Cross Reference: DBI - Budget Appeals Procedures

Footnote: The above policy sample for a Type II single municipality district is an example of code combining. Three policy codes are combined: DBF-Dissemination of Budget Recommendations, DBG-Budget Hearings and Reviews, DBH-Budget Adoption Procedures.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: EA-A

SUPPORT SERVICE GOALS

The _____Board of Education recognizes the importance of supportive services to the operation of the school district and the achievement of the district and school educational program.

The Board directs the Chief School Administrator to insure the provision of sufficient and appropriate supportive services which may include, but are not limited to: secretarial and clerical, janitorial, buildings and grounds maintainence, food services and pupil transportation.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(f)

Footnote: Two sample policies have been developed for this EPS code reference. The above sample deals solely with staffing. The sample on the following page coded EA-B considers staffing and resources and facilities of the school and community.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: EA-B

SUPPORT SERVICES GOALS

Support services are essential to the successful functioning of a school system. Management of auxiliary operations is therefore an important responsibility of the district administration. It should be remembered, however, that education is the district's central function, and all support services shall be provided, guided, and evaluated accordingly.

In order to provide services that sufficiently support the educational program, the Board establishes these broad goals:

1. To provide a physical environment for teaching and learning that is safe and pleasant for students, staff, and public.

2. To provide safe transportation for students to and from school and nutritious meals for students.

3. To provide support services resources and facilities and assistance with maximum responsiveness in terms of timeliness and degree of fulfillment of the needs of the educational program as they develop.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a1,6)
N.J.A.C. 6:8-4.3(f)
N.J.A.C. 6:21-1 et seq.
N.J.A.C. 6:79-1.1 et seq.
N.J.S.A. 18A:33-3
N.J.S.A. 18A:39-1.1 et seq.
N.J.S.A. 18A:58-7.1

Footnote: Two sample policies have been developed for this EPS code reference. The sample on the previous page coded EA-A deals solely with staffing. The above EA sample policy considers staffing, resources and facilities of the school and community.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: ECB/FEA

BUILDINGS AND GROUNDS EDUCATIONAL SPECIFICATIONS AND MAINTENANCE

The _____ Board of Education recognizes the importance of planning, developing and maintaining a physical plant appropriate to the personal and educational needs of the pupils and the educational program needs of the district and schools.

It is the Board's intention to ensure that:

(a) any new school facilities shall be planned pursuant to law and regulations, to reflect current research and recommendations on the relationship of school design and size of educational program and a positive learning environment.

(b) each school building and site shall provide, pursuant to law and regulation, suitable accommodations to carry out the educational program of the school including provision for the handicapped.

(c) all school buildings shall be safe, clean, attractive and in good repair.

Date:

Legal Reference: N.J.A.C. 6:8-4.8(a,b,c)
N.J.S.A. 18A:46-14
N.J.S.A. 18A:46-15

See N.J.S.A. Title 18A - Education Index page 485, School Buildings and Grounds

Footnote: This policy sample is an example of how two EPS codes can be combined in one policy, and how other statutory law may impact on policies to implement "T&E".

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: ECB

BUILDINGS AND GROUNDS MAINTENANCE

The School District shall maintain the physical plants and equipment in first-class condition by a continuous program of repair, reconditioning and remodeling.

Adequate grounds shall be maintained for the educational and recreational program of the school children and the overall requirements for providing such grounds shall be continually reviewed.

The Board also recognizes the value of attractive landscaping consistent with economy in cost and operation. The PTA and community shall be encouraged to participate in the beautification of school grounds.

The remodeling, reconditioning, and improvement of school buildings shall be considered in the light of the policy of the board to maintain physical plants with a high degree of efficiency.

Date:

Legal Reference: N.J.A.C. 6:8-4.8(c)

See NJSA title 18A Education Index page 485 School Buildings and Grounds.

Footnote: See sample policy on preceding page ECB/FEA for example of code combining.

EDUCATIONAL SPECIFICATIONS

The Board shall require the chief school administrator to develop comprehensive educational specifications for new school facilities that reflect current research and recommendations on the relationship of school design and size of educational program and a positive learning environment.

These specifications, which shall then be discussed in conferences of the Board, chief school administrator and school architect shall include but not be limited to:

1. Information concerning the plan of school organization and estimated size and type of enrollment in the proposed building.
2. Information concerning special provisions for the handicapped.
3. A description of the proposed curriculum and the teaching methods and techniques to be employed.
4. A schedule of space requirements, including an indication of relative locations of various spaces.
5. A desired layout of special areas and the equipment needed for such areas.
6. An outline of mechanical features and special finishes desired.
7. A description of standard codes and regulations (school district, city, county, and state) affecting planning.
8. Requirements under existing law and regulation.

Date:

Legal Reference: N.J.A.C. 6:8-4.8(a,b)
N.J.S.A. 46-14
N.J.S.A. 46-15

See NJSA Title 18A Education Index, page 485 School Buildings and Grounds.

Footnote: See sample policy ECB/FEA for example of code combining.

PERSONNEL POLICY GOALS

The personnel employed by the_____school district constitute the most important resource for effectively conducting a quality educational program. Important contributions to a successful education program are made by all staff members. The district's program will function best when it employs highly qualified personnel, conducts appropriate staff development activities, and establishes policies and working conditions which are conducive to high morale and which enable each staff member to make the fullest contribution to district programs and services.

The goals of the district's personnel program shall include the following:

1. To develop and implement those strategies and procedures for personnel recruitment, screening, and selection which will result in employing the best available candidates, i.e., those with highest capabilities, strongest commitment to quality education, and greatest probability of effectively implementing the district's educational program.

2. To develop general deployment strategy for greatest contribution to the learning program, and to utilize it as the primary basis for determing staff assignments.

3. To develop a climate in which optimum staff performance, morale, and satisfaction are produced.

4. To provide positive programs of staff development designed to contribute both to improvement of the learning program and to each staff member's career development aspirations.

5. To provide for a genuine team approach to education, including staff involvement, under the direction of the chief school administrator, in planning and evaluation.

6. To provide attractive compensation and benefits as well as other provisions for staff welfare.

7. To develop and utilize for personnel evaluation positive processes which contribute to the improvement of both staff capabilities and the educational program.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a6)

Cross Reference: GCA - Professional Staff Positions
GCD - Professional Staff Hiring
GCL - Professional Staff Development Opportunities
GDL - Support Staff Development Opportunities

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: GCA

PROFESSIONAL STAFF POSITIONS

All professional staff positions shall be created only with the approval of the _____Board of Education. It is the Board's intent to maintain a sufficient number of positions to provide for the specific educational needs of the districts' students.

Before any new position is established, the chief school administrator shall present for the Board's approval a job description for the position which specifies educational and experiential qualifications, performance responsibilities, and the method by which the performance of these responsibilities will be evaluated.

The Board further directs the chief school administrator to maintain a comprehensive and timely collection of job descriptions for all professional staff positions in the school system.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(a)

Footnote: This policy concerns the establishment of professional staff positions and job description requirements. If actual job descriptions are considered as policy in your school district, they may be filed as subcategories of the GCA code, i.e.

GCAA - Adult, Continuing, Community Education Teachers
GCAB - Art Teachers
GCAC - Educational Supervisors
GCAD - Foreign Language Teachers
GCAE - Health Teachers
GCAF - Instructional Media Specialists (Librarians)
GCAG - Instrumental and Vocal Music Teachers
GCAH - Nurses
GCAI - Physical Education Teachers
GCAJ - Reading Specialists
GCAK - School Counselors
GCAL - Speech Correctionists
GCAM - Teachers of Handicapped
GCAN - Vocational Educational Specialists

PROFESSIONAL STAFF HIRING

The Board has the legal responsibility of approving the employment of all employees. The responsibility of administering the recruitment process is assigned to the chief school administrator. In carrying out this responsibility the chief school administrator shall involve various administrative and teaching staff members as he deems necessary. All personnel selected for employment shall be recommended by the chief school administrator and approved by the Board. To aid in obtaining the best available staff members for our schools, the Board adopts the following general criteria which shall be utilized in the selection process for initial employment.

1. There will be no discrimination in the hiring process due to age, sex, religion, creed, race, color, or national origin.

2. Candidates for teaching positions must provide evidence of meeting the state requirements for regular certification status. In cases of absolute necessity, holders of provisional or temporary certificates may be employed in regular full time capacity not to exceed one year.

3. The highest quality of instruction is enhanced by a staff with a wide variation in educational preparation, background, and previous experience. Concerted efforts will be exerted to maintain this variation in the staff.

4. Candidates for all teaching positions should have an overall grade-point average of 2.5(A=4, B=3, C=2, D=1) and a grade-point average of 2.75 in their teaching field.

In addition to the above general criteria, the chief school administrator will submit to the Board for approval specific criteria dealing with each

vacancy. These specific criteria will describe those competencies needed for success in the position. In the event that the specific or general criteria are not being met by a particular candidate being recommended, it shall be the responsibility of the chief school administrator to point out the deficiencies to the Board so that they may act accordingly. Should the Board not approve the employment of a candidate being recommended by the chief school administrator, it shall be the duty of the chief school administrator to make another recommendation.

The employment of any staff member shall not be considered official until the contract is approved by the Board and signed by the candidate.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(b)
N.J.A.C. 6:11 et seq.

Footnote: Sentence three of paragraph one limits the Board of Education to selecting personnel from those candidates recommended by the chief school administrator and number four speaks directly to college achievement measured through grades. Both areas are somewhat controversial and may or may not be included in board policy.

SUBSTITUTE PROFESSIONAL STAFF EMPLOYMENT

The _____Board of Education recognizes its responsibility to provide continuity of educational program services to its students and therefore, directs the chief school administrator to:

1. Maintain a list of available, certified substitute teachers, pursuant to regulations, and
2. Provide annually (or more often if needed) an orientation and training program for substitute teachers to better prepare them to meet pupil needs and fulfill teaching responsibilities assigned within the school district, and
3. Encourage the development and use of long-range lesson plans for each class to insure the availability of appropriate instructional program guidelines for substitute teachers.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(e)
N.J.A.C. 6:11 generally
N.J.A.C. 6:11-4.7

PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES

Today's dynamic and rapidly changing society, with the tremendous accumulation of new knowledge and the attending obsolescense in some areas of practice, makes it imperative that all administrative and teaching staff members be engaged in a continuous program of professional and technical growth. This program shall assist in qualifying staff to provide a thorough and efficient educational program for all students being served by the school system.

Programs of inservice training shall be established to provide an opportunity for the continuous professional and technical growth of staff members to meet the priorities identified by each school and the district. These programs shall be developed by the chief school administrator in consultation with teaching staff members he/she has identified as possessing skills and abilities needed to develop such inservice educational programs.

It is the Board's intention, through the operation of this policy, to make staff members more knowledgeable regarding new developments and changes in their specialized fields and assist them in utilizing new and improved methods in practice.

The administrative staff, employing administrative and management techniques consistent with modern management development, shall endeavor to provide leadership which will assist each staff member to make a maximum contribution to the school district's effort to provide a "thorough & efficient" educational program for all students.

Date:

Legal Reference: N.J.A.C. 6:8-4.4(a)
N.J.A.C. 6:8-7.2(b2)

Cross Reference Note: With minor modification this policy may be applicable to support staff GDL

Footnote: Paragraph two, sentence two of the sample policy demonstrates how local district prerogatives further define and specify the requirements of the district in stating, "these programs shall be developed by the chief school administrator in consultation with teaching staff members he/she has identified as possessing skills and abilities needed in developing such inservice education programs. The New Jersey Administrative Code requires consultation with teaching staff members." This local district policy qualifies it. The authority to define the New Jersey Administrative Code with the above qualification is supported by an interpretation of the administrative code by the Commissioner of Education.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: GCM

MIDDLE MANAGEMENT

The_____Board of Education shall employ appropriately trained and qualified administrators as it determines are necessary for the administration and supervision of each school in the district.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(c)

Footnote: To accommodate this section of the New Jersey Administrative Code a new breakout code has been added to the existing EPS codification system.

CHILD STUDY TEAM

The _____ Board of Education shall provide the services of child study team personnel (school psychologists, school social workers and learning disabilities teacher-consultants), in numbers sufficient to insure implementation of pertinent law and regulation.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(d)
N.J.A.C. 6:28 generally
N.J.S.A. 18A:45-3 et seq.

Footnote: To accommodate this section of the New Jersey Administrative Code a new breakout code has been added to the existing EPS codification system.

SUPPORT STAFF DEVELOPMENT OPPORTUNITIES

Today's dynamic and rapidly changing society, with its tremendous accumulation of new knowledge and the attending obsolescence in some areas of practice makes it imperative that all support staff members -- clerical, technical, operations, and maintenance -- be engaged in a continuous program of professional and technical growth. This program shall assist in qualifying staff to provide a "thorough and efficient" educational environment for all students being served by the school system.

Programs of inservice training shall be established to provide an opportunity for the continuous professional and technical growth of support staff members to meet the priorities identified by the district schools. These programs shall be developed by the chief school administrator in consultation with administrative and support staff members he/she has identified as possessing skills and abilities needed in developing such inservice educational programs.

As a result of the operation of this policy, staff members will become knowledgeable regarding new developments and changes in their specialized fields and will utilize new and improved methods in practice.

The administrative staff, employing administrative and management techniques consistent with modern management development, will provide leadership which will assist each staff member to make a maximum contribution to the school district's effort to provide a "thorough and efficient" educational environment for all students.

Date:

Legal Reference: N.J.A.C. 6:8-4.4(a)
N.J.A.C. 6:8-7.2(b2)

Cross Reference Note: With minor modification this policy may be combined with GCL to provide a policy for Professional and Support Staff Development Opportunities GCL/GDL

Footnote: Paragraph two for explanation see footnote GCL.

INSTRUCTIONAL GOALS

OUTCOME

The Board embraces its responsibility for the adoption of written education goals as part of the district's long-range planning process and authorizes the review and revision of these goals at least once every five years. Goals shall be based on the needs of the district's pupils and shall be consistent with the intent of the state education goals. The chief school administrator in consultation with administrative and teaching staff members, pupils, parents and guardians of pupils and other district residents he/she has identified as possessing skills and abilities necessary in developing such educational goals, shall develop goals that shall serve every pupil in the district:

1. To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
2. To acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures, and current social issues.
3. To become an effective and responsible contributor to the decision making processes of the political and other institutions of the community, state, country and world.
4. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.
5. To acquire job entry level skills and also, to acquire knowledge necessary for further education.

6. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

7. To acquire the capacities for playing satisfying and responsible roles in family life.

8. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.

9. To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people.

10. To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

11. To develop an understanding of his/her own worth, abilities, potentialities and limitations.

12. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

13. To develop an understanding of the interdisciplinary nature of knowledge to learning.

PROCESS

In pursuit of its stated instructional (outcome) goals, the Board endorses the following "process" goals for the educational program. The chief school administrator is directed to develop, in consultation with administrative and teaching staff members, he/she has identified as possessing necessary skills

and abilities, such process necessary to implement the instruction program. Through those process goals the _____school district shall provide:

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.

2. Significant opportunities, consistent with the age of the pupil for helping to determine the nature of the educational experiences of the pupil.

3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.

4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.

5. Comprehensive guidance facilities and services for each pupil.

6. An environment in which any competition among pupils is positive.

7. Resources for education, used with maximum efficiency.

8. Teaching staff members of high quality.

9. Diverse forms of constructive cooperation with parents and community groups.

10. Significant opportunities for pupils to participate in the study of individual, school and community problems.

The instructional process shall be in the form of a written educational plan for each school within the district. It shall include long and short range objectives and a time line for implementation within a five year cycle. Assessment and evaluation shall occur annually prior to the adoption and implementation of the school year plan.

Date:

Legal Reference: N.J.A.C. 6:8-2.1(a,b,c)
N.J.A.C. 6:8-3.1(a,b,c,d,e)
N.J.A.C. 6:8-3.2(a&c)
N.J.A.C. 6:8-3.4(b)
N.J.A.C. 6:8-3.6(a3,4,7)

Cross Reference: AE-A - School District Goals and Objectives (T&E)

Footnote 1: The inclusion of the word "administrative" in the third sentence of paragraph one of the above sample policy is not legally necessary as the N.J.A.C. 6:8-1.1 defines "teaching staff members" as all teachers, principals, assistant principals, vice principals, superintendents, assistant superintendents, school nurses and such other employees as are in positions which require them to hold appropriate certificates issued by the board of examiners, serving in any school district or under any board of education. However the local district may choose to include the term for clarification.

Footnote 2: Outcome paragraph one and Process paragraph one - for explanation see footnote GCL.

Footnote 3: Two sample policies were developed for this code IA-A and IA-B, see IA-B footnote for explanation.

INSTRUCTIONAL GOALS

The_____Board of Education recognizes the importance of the instructional program as provided by teaching staff members, under the supervision of the chief school administrator, toward the achievement of the district and school goals, objectives and standards. Implementation of the instructional program calls for a complex interaction of a variety of factors and resources in order to provide each student with learning experiences suited to his/her aptitude, interests, maturity and competence in each subject area.

In implementing the districts instructional program, the Board desires the chief school administrator to include, as a minimum, the following criteria:

1. A school environment designed to foster positive feelings by pupils toward self and others.
2. Creative use of various instructional methods, materials and equipment.
3. Opportunities for pupils to participate in the study of individual, school and community problems.
4. Active involvement of pupils in directed and self-selected activities.
5. School and classroom organization and pupil assignment based upon individual pupil needs.
6. Effective use of personnel, resources and facilities of the school and community.
7. An emphasis on the interdisciplinary nature of knowledge and the interrelatedness of learning.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a)

Cross Reference: GA - Personnel Policies Goals
IHA - Grouping for Instruction
II - Instructional Resources
INA - Teaching Methods
JECC - Assignment of Students to Schools
JECD - Assignment of Students to Classes
KF - Community Instructional Resources (also IIC)

Footnote: The above sample policy speaks specifically to the implementation of N.J.A.C. 6:8-3.6(a 1-7). IA-A is a much broader interpretation and includes the requirements of various other sections of the New Jersey Administrative Code regulations.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IAA

INSTRUCTIONAL PRIORITY OBJECTIVES

In pursuit of its stated goals, the Board of Education directs the chief school administrator to develop procedures (subject to board approval) for the establishment of written educational objectives and standards. These objectives and standards shall be developed through consultation with qualified professional staff and shall reflect the desired outcomes, procedures and stated levels of proficiency relative to appropriate goals and the educational program (curriculum).

Date:

Legal Reference: N.J.A.C. 6:8-3.3(a)

Footnote: For explanation - see Footnote GCL.

CURRICULUM DEVELOPMENT

The_____Board of Education appreciates the importance of its educational program (curriculum) in meeting its mandate to provide a "thorough and efficient" education to its students. The Board also recognizes the need for this program to be flexible and continually changing to meet the changing needs and diversity of the community and to provide the breadth and depth of curriculum offerings designed to develop the individual talents and abilities of students.

While the Board acknowledges its right and responsibility under the laws of New Jersey with regard to the determination of the curriculum, it nevertheless feels that the development and review of curriculum can best be accomplished by competent professional educational staff in the district.

Therefore, the Board directs the chief school administrator to consult with appropriate qualified professional staff for the purpose of reviewing the curriculum and advising the Board on curriculum changes and additions.

In approving curriculum changes, and in its annual adoption of the district's educational plan, the board shall consider the following criteria, as per N.J.A.C. 6:8-3.5(a):

1. Be consistent with written goals, objectives and identified pupil needs;

2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

3. Provide for continuous learning through an effective articulation between and among the districts and schools;

4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program (curriculum);

5. Provide all pupils guidance and counseling to assist in career and academic planning;

6. Provide a continuum of educational programs and services for all handicapped children, pursuant to law and regulation;

7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;

8. Provide compensatory education programs for pupils, pursuant to law and regulation;

9. Provide all pupils equal educational opportunity, pursuant to law and regulation;

10. Provide career awareness and vocational education, pursuant to law and regulation; and

11. Provide educational opportunities for exceptionally gifted and talented pupils.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a1-11)

Cross Reference: AD - Educational Philosophy
BC - Organization of the Board
IFD - Curriculum Adoption
IGA - Basic Instructional Program
IGBA - Programs for Handicapped Students
IGBB - Programs for Gifted Students
IGBC - Programs for Disadvantaged Students
IGBF - Bilingual Instruction
II - Instructional Resources
IJ - Guidance Programs
JB - Equal Educational Opportunities
LB - Relations with Other Schools and School Districts

Footnote 1: Two sample policies have been developed for this EPS code reference. The above sample is the strict interpretation of N.J.A.C. 6:8-3.5. The sample on the following page, coded IF-B, demonstrates an interpretative means of meeting the New Jersey Administrative Code requirement while following the intent of the regulation.

Footnote 2: Paragraph three - For explanation see Footnote GCL.

CURRICULUM DEVELOPMENT

The Board of Education recognizes that, in order to foster the role of education in a democratic society and to ensure equal opportunity to students of different personality characteristics and viewpoints, it may not permit the curriculum to remain static. The Board deems it essential that the school system continually develop and modify its curriculum to meet the changing needs and diversity of our citizenry and to assure the full rounded, and continuing development of the individual personality. While the Board retains its full rights and responsibilities under the laws of New Jersey with regard to the determination of the curriculum, it authorizes the chief school administrator to organize advisory committees, that shall be comprised of teaching staff members he/she has identified as possessing necessary skills and abilities, to periodically review the curriculum and advise the Board on curriculum changes.

The following guidelines have been established by the Board for use by curriculum advisory committees:

1. The curriculum shall contain all courses required by the State Department of Education.

2. The curriculum shall be consistent with written goals, objectives and identified pupil needs and provide for continuous learning through effective articulation between and among the district schools.

3. The curriculum shall develop individual talents and interests and serve diverse learning styles to motivate pupil achievement.

4. The curriculum shall provide:

a. a continuum of educational programs and services for all handicapped students,

b. bilingual programs for pupils whose dominant language is not English,

c. compensatory educational programs,

d. all pupils equal educational opportunity,

e. guidance and counseling to assist in career and academic planning,

f. career awareness and vocational education,

g. educational opportunities for exceptionally gifted and talented pupils,

h. continuous access to the services of a curriculum based library/media collection and programs.

5. The committee shall review the feasibility of and advise the Board of course offerings requested by students even when they represent a minority of the student body.

6. The committee shall explore course offerings and teaching methods that will strengthen student character, firmness of student conviction, and integrity of purpose.

7. The committee shall review curriculum requirements of the State Department of Education and shall express its recommendations for change, if any, to the Board, which may choose to communicate them to state officials.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a1-11)

Cross Reference: See IF-A

Footnote 1: Two sample policies have been developed for this EPS code reference. The above sample demonstrates a local district interpretation of the New Jersey Administrative Code requirements. The sample on the preceding page coded IF-A is the strict interpretation of the New Jersey Administrative Code requirement.

Footnote 2: Paragraph one for explanation see Footnote GCL.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IFD

CURRICULUM ADOPTION

A dynamic instructional program requires ongoing alteration in the curriculum and courses of study.

It is the policy of the Board that a thorough review of the educational program shall be made by the chief school administrator and the teaching staff members at least once every school year. The teaching staff members shall study the educational program and make recommendations for new courses, and the elimination or alteration of ongoing courses. These recommendations shall be made to the chief school administrator.

The Board shall adopt new courses and programs and alter and reduce ongoing programs upon recommendation of the chief school administrator and in accordance with its policy on curriculum development.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the chief school administrator in order for Board members to have opportunity to review the proposed program.

All new courses added to the curriculum shall be approved by a recorded roll call majority vote of the full membership of the Board.

Date:

Legal Reference: N.J.A.C. 6:83.5(a)
N.J.S.A. 18A:35-1 et seq.

Cross Reference: IF - Curriculum Development

Footnote: Paragraph two, the procedure for involvement of teaching staff members in the consultation process with the chief school administrator is not explained in the above sample policy, and therefore, should be detailed in the chief school administrator's procedures. See Footnote GCL for further explanation.

BASIC INSTRUCTIONAL PROGRAM

It is the policy of the _____school board that there be a basic curriculum to provide for the intellectual growth of all pupils, kindergarten through the 12th year, so developed that learning experiences and achievement may vary according to individual needs while giving all pupils a basic body of understandings, attitudes, and knowledges needed for living in a democracy.

This policy will insure that students have the opportunity to develop intellectual curiosity, critical thinking, problem-solving abilities, and aesthetic appreciation in the school years in such a manner that they will be used throughout a lifetime.

High priority shall be given to those kinds of learning which serve as a foundation for other educational development. These include: English Language, mathematics, social studies, science, music, art, and health and physical education.

The basic programs shall contain the following curriculum areas as required by state law:

1. Accident and fire prevention -- to be adapted to the understanding of pupils and taught in all grades (N.J.S.A. 18A:6-2);

2. Course of instruction in the Constitution of the United States -- to be offered beginning in grade 7 and continued through grade 12 to an extent determined by the Commissioner of Education (N.J.S.A. 18A:6-3);

3. Two-year course in U.S. History that includes the history of the Negro in America -- required for all pupils between grade levels 9 and 12 (N.J.S.A. 18A:35-1 and -2);

4. Courses in civics, geography, and history of New Jersey -- required of all pupils in elementary schools (N.J.S.A. 18A:35-3);

5. Nature of alcoholic drinks and narcotics and their effects -- instruction must be adapted to age and understanding of pupils and emphasized in appropriate places of the curriculum (N.J.S.A. 18A:35-4), high school requirement (N.J.S.A. 18A:4-28.7);

6. Physical education, health, and safety -- required of all physically fit pupils except kindergarten pupils, with instructional time aggregating 2 1/2 hours per week (N.J.S.A. 18A35-5 to -8).

7. Principles of humanity -- by special courses or emphasis in appropriate places of the curriculum (N.J.S.A. 18A:35-4.1); and,

8. such other subject areas as may be required by New Jersey Education Statute.

Additionally, the Board is committed to the importance of reading skill development as a basic element of each student's education. The Board believes that the improvement of specific reading skills should be continuous and directs the chief school administrator to develop, in consultation with teaching staff members he/she has identified as possessing the necessary skills, a comprehensive and continuous developmental and corrective reading program for all students.

The educational program shall not be limited to the basic instructional program. It shall include library facilities, guidance, special education, bilingual education, compensatory education, career education, and opportunities for gifted children.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a1,2)
N.J.S.A. 18A:4-28.7
N.J.S.A. 18A:6-2
N.J.S.A. 18A:6-3
N.J.S.A. 18A:35-1 et seq.

Footnote 1: The basic program requirements of state law are identified in this sample policy. The legal citation may be included within the policy as demonstrated here and/or reported under Legal Reference. Although this policy should be immediately updated if a new basic program requirement becomes law, #8 provides the local district with the authority to authorize the requirement in the interim

Footnote 2: Paragraph five - for explanation see Footnote GCL.

OCCUPATIONAL EDUCATION
(Career-Vocational)

The_____Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum, commencing with the beginning grades. Educational programs shall continuously expose students to the nature of a wide variety of careers in the world of work. Occupational education shall be geared to take into account technical and economic conditions and changes, and, as a core component of comprehensive education, shall share with other aspects of the curriculum the purpose of development of character and attitudes as well as skills. Guidance and counseling services shall be provided each student throughout his/her academic program and for placement in his/her chosen career.

To meet the vocational training needs of students and other community members the district shall provide:

a. consumer education

b. specialized short-term career vocational programs developed to meet specific needs

c. continuous recruitment of students into career vocational programs

d. diffusion of offered programs on all campuses of the district with equal opportunities for participation available to all district students

e. an emphasis on career education as a vital part of the comprehensive curriculum.

The Board shall provide for the constitution of a district-wide career vocational education committee under the direction of the chief school administrator and composed of teaching staff members, administrators, students, and community residents that he/she has identified as possessing the necessary skills and abilities. This ad hoc committee shall be assigned specific task objectives and shall terminate upon completion of assigned task.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a5,10)
N.J.S.A. 18A:54-5
N.J.S.A. 18A:35-4.2

Cross Reference: IJ - Guidance Programs

Footnote: Paragraph three creates a career-vocational education committee. This is not a requirement of the New Jersey Administrative Code. It is an example of local prerogative. See Footnote GCL for further explanation.

SPECIAL EDUCATION
(Programs for Handicapped Students)

It is the policy of the_____Board of Education to provide a continuum of educational programs and services for all handicapped students between the ages of five and twenty, except for those so handicapped as to be incapable of giving evidence of understanding and responding in a positive manner to simple directions if pressed in the child's primary mode of communication and who cannot in some manner express basic wants and needs.

The Board shall endeavor to provide, within the system, facilities for special classes at all levels wherever possible; when appropriate facilities are not available, the Board shall provide special education in, and when necessary, children's transportation to, other districts or special schools.

All placements of children in special schools or other districts shall have prior Board authorization.

The Board embraces the philosophy and purpose of the New Jersey Statutes Annotated Title 18A, Chapter 46 (Beadleston Act of July, 1966 as amended) which requires the identification and classification of all handicapped students not necessarily for the purpose of categorizing them for special class placement, but to determine the appropriate educational program which will best serve the child. Diagnosis and classification shall include a medical examination, a psychological evaluation and an educational assessment by approved child study team personnel functioning in a joint manner. Diagnosis, classification, and placement should be focused as to first consider the individual child, second other children and third the community in which the child lives and functions.

The Board endeavors to provide a total educational program to help handicapped students develop their capacities to the fullest, make the best adjustments possible, and contribute to the society in which they live.

We believe that the basic skills of reading, writing, speaking, thinking, listening, computing, and evaluating are fundamental to learning in all educational areas, including: personality development, emotional maturity, physical and mental health, civic living, social living, living in today's physical environment, and economic living.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a6)
N.J.A.C. 6:28 generally
N.J.S.A. 18A:46-1 et seq.

Cross Reference: GCN - Child Study Team

PROGRAMS FOR GIFTED CHILDREN

Gifted students are those with outstanding intellectual abilities or academic attitudes. They may display unique creativity, productive thinking, and leadership traits or may exhibit exceptional talent in the visual and performing arts.

Suitable educational programs for all children are a right implicit in basic educational philosophy as well as the laws of New Jersey. The_____ Board of Education holds itself responsible for providing sequential, differentiated, and appropriate educational programs for all students including the gifted and talented. Such programs must insure that these students interact with other students as well as have opportunities for learning among themselves.

The_____School District shall provide educational programs for the gifted and talented that include a broad spectrum of learning experiences which increase knowledge and develop skills necessary for the student to function successfully in society while encouraging students to excel in areas of special competence and interest.

Programs shall be developed that stimulate students to constructively participate in, and contribute to, the activities of their school, community, and society.

Such programs shall be designed in terms of the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

Though early discovery of the gifted and talented is important, it is essential that the identification of these students be recognized as a

continuing process in that special abilities and skills appear at different times in the life of many children.

The Board directs the chief school administrator to develop educational programs for the gifted and talented that not only discover and develop special skills but also provide the opportunity for all students to express their special skills and talents. These programs shall be developed in consultation with teaching staff members and students that he/she has identified as possessing the skills and abilities necessary to contribute to program development.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(all)

Cross Reference: GCN - Child Study Team

Footnote: Last paragraph for explanation - see GCL.

REMEDIAL INSTRUCTION

The educational program shall be designed and operated so as to be developmental and avoid the necessity for remedial education. However, in those cases where students have clearly not achieved to the degree of their capability in the basic areas of communication and computation skills, every reasonable effort shall be made to remedy the situation by attaining the learning results sought.

The chief school administrator is directed to initiate and maintain instructional programs and services in communication and computation skills that will assist students in meeting and maintaining minimum levels of pupil proficiency. One of these programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. Ongoing communication between teaching staff members and parents or guardians of pupils participating in remedial educational programs shall be coordinated by the chief school administrator. As in all other educational programs of the school district, the chief school administrator is directed to evaluate the remedial education programs twice each school year and report to the Board as to their effectiveness in maintaining minimum levels of pupil proficiency.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a8)
N.J.A.C. 6:8-3.8(c)

Footnote: At the publication of this manual, regulations for minimum standards have not yet been resolved. Three alternatives, in the order of their development are as follows: Public School Education Act of 1975, Chapter 212, N.J.S.A. 18A:7A-1 et seq. and the New Jersey Administrative Code which require each district to establish minimum pupil proficiency levels in communication and

computation skills. Chapter 97 of the Public Laws of 1976, N.J.S.A. 18A:7A-1 et seq. (Assembly Bill A-1736), which require the state to establish uniform pupil proficiency standards and the districts to develop interim goals. The Task Force on Minimum Competency Standards, authorized by the State Board of Education, establishes state level minimum competency standards and allows districts to establish standards above that minimum. The State Department of Education has initiated several committees to study the alternatives.

BILINGUAL INSTRUCTION

The _____ School Board recognizes bilingual/bicultural education as an integral part of its school program. It shall be the board's policy to provide bilingual/bicultural programs which include the primary language and culture of every child in the child's total educational program. The board further recognizes the value of teaching the history and culture of all countries and assumes the responsibility for providing multicultural education concurrent with, or independent of, language instruction in all programs in the school district.

Bilingual/bicultural programs of instruction are intended to meet the needs of pupils who:

1. Are non-English speaking and need instruction toward mastery of the English Language.

2. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in their native language.

3. Are fluent in English, wish to be bilingual, and may choose to participate in a second board-approved language program.

Bilingual/bicultural programs shall have the following goals:

1. Assisting pupils achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English and in their primary language.

2. Helping students develop positive self-images through greater understanding of and pride in their cultures and heritages and in the cultures and heritages of other participating students.

3. Helping students who do not have the language skills necessary to profit from instruction presented in a language other than English to learn the other language.

5. Developing procedures to determine which students would benefit from bilingual/bicultural programs and to involve school staff and community members in deciding what programs would best meet these students' needs.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a7)
N.J.A.C. 6:31 - generally
N.J.S.A. 18A:35-15 et seq.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IHA

GROUPING FOR INSTRUCTION

In order to effectively achieve individualized programming and learning, it is anticipated that grouping arrangements must be kept flexible. Thus, groups will generally not be established on a permanent basis. Rather, they will usually be established around one or several learning modules and may exist for as brief a time as thirty minutes or as long as several weeks or months. Grouping may be in large groups containing any number up to the total school population, or it may be in intermediate groups of ten or more, or it may be in small groups of up to ten, or may be limited to two for tutoring or team efforts, or a student may work alone in independent study.

Age or grade differences should not constitute a barrier to grouping. Rather, the basic criteria for grouping should be the learning (goals and objectives) being addressed and the student's ability to achieve those purposes. Students should be grouped so that each benefits to a greater extent than would otherwise be possible, with provisions for altering the grouping as often as necessary to fit the specific purpose involved.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a5)

INSTRUCTIONAL RESOURCES

The_____ Board shall provide a diversity of instructional resources including textbooks and other printed materials, audio-visual aids and devices, laboratory and shop materials and equipment that are necessary to implement the district and school educational goals and objectives and meet pupil needs. The instructional resources shall be used in a way that will:

1. Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.

2. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

3. Present opposing sides of controversial issues so that young citizens may, under guidance, develop the practice of critical reading and thinking.

4. Represent the many religious, ethnic and cultural groups and their contributions to our American heritage.

5. Provide sufficient variety, quantity and quality to effectively implement the instructional program.

Materials and equipment shall be located as close to the student and teacher as is economically feasible, and in sufficient quantity so as to be easily available.

The chief school administrator shall provide the Board with recommendations for the acquisition of instructional resources consistent with the budget. He/she shall consider recommendations of staff members on the appropriateness of particular items to specific programs.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a2)
N.J.A.C. 6:8-4.5(a,b)

Cross Reference: IIAA - Textbook Selection and Adoption

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IIAA

TEXTBOOK SELECTION AND UTILIZATION

It is the policy of the Board to provide textbooks that support and enrich the curriculum and further the achievements of the district's instructional goals.

The selection of textbooks shall be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today. Textbooks shall be selected that will:

1. Stimulate growth in actual knowledge, literary appreciation, aesthetic values, and ethical standards.

2. Help students develop abilities in critical reading and thinking.

3. Provide an effective basic education for all students.

4. Allow sufficient flexibility for meeting the special needs of students.

The chief school administrator shall develop administrative rules outlining a procedure to select textbooks which meet the above criteria.

This process shall include:

1. The review and recommendations for selection by teaching staff members, particularly those teachers who will be using these textbooks, as an integral part of the instructional program.

2. The opportunity for review of those textbooks selected by teaching staff members by the students, parents or guardians, and community.

The Board, by law, reserves the right to make the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

The chief school administrator shall insure that a listing of all textbooks used within the school curriculum is maintained in every district school and is available for public review.

Any citizen who objects to the final selections made by the Board should follow the procedures outlined in the policy exhibit on PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS.

Date:

Legal Reference: N.J.A.C. 6:8-4.5(b)
N.J.S.A. 18A:34-1.2

Cross Reference: IIAB - Supplementary Materials Selection and Utilization
KBL - Public Complaints About the Curriculum or Instructional Materials

Footnote 1: The above sample policy provides not only for consultation with teaching staff members in the selection of textbooks but for advertisement to the community and review by the community of books proposed for selection and those selected. As this may be an extremely controversial area of community concern, you may choose to draft your policy including these specifics. Sample policy IIAB on the next page was drafted based on the same New Jersey Administrative Code reference as the above sample policy but does not include community review procedures. Also, although the Board reserves the right to make final selection, that authority may only need to be shown in rare circumstances. You may also consider combining the two policies into IIAA/IIAB Textbook and Supplementary Materials Selection and Utilization.

Footnote 2: N.J.A.C. 6:8-4.5(b) specifically mandates every district board of education to adopt policies and procedures for the selection of instructional materials and equipment that include effective consultation with teaching staff members in the materials selection and utilization.

SUPPLEMENTARY MATERIALS SELECTION AND UTILIZATION

It is the policy of the Board to provide supplementary materials that support and enrich the curriculum and further the achievements of the district's instructional goals. Supplementary materials shall include, but not be limited to books, reference tools, audio-visual materials and computerized program materials. The selection shall be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today. Insofar as is possible, all materials shall present balanced views concerning the international, national and local issues and problems of our times. Supplementary materials shall be selected that:

1. Stimulate growth in factual knowledge, literacy, appreciation, aesthetic values, and ethical standards;

2. Help students develop abilities in critical reading and thinking;

3. Help students develop and foster an appreciation of American cultural diversity and development;

4. Contribute to an effective basic education for all students;

5. Allow sufficient flexibility for meeting the special needs of individuals and groups.

The chief school administrator shall develop administrative rules outlining a procedure for the selection of supplementary materials which meet the above criteria. This process shall include:

1. The review and recommendation for selection of available materials by teaching staff members, particularly those teachers who will be using these supplementary materials as an integral part of the instructional program.

2. The Board, by law, reserves the right to make final instructional material selection.

Date:

Legal Reference: N.J.A.C. 6:8-4.5(b)

Cross Reference: IIAA - Textbook Selection and Utilization

Footnote: The above sample policy only provides for consultation with teaching staff members in the selection of supplementary materials. It does not provide for advertisement to and review by the community. As this may be a controversial area, you may choose to include procedures similar to those suggested in sample policy IIAA or drafting a combined code policy. For additional explanation see Footnote IIAA.

TEACHER AIDES

Noninstructional service aides are defined as persons who work directly, under supervision, on tasks which are of a routine noninstructional nature. The purpose of hiring these individuals is to free teachers from routine duties to enable them more time in direct student contact. The teacher remains the diagnostician for learning, the manager of learning experiences, and the decision-maker in learning situations. Aides shall assist in many nonprofessional activities but they shall not relieve professional personnel of their responsibilities for the instructional program, nor shall they be used as substitute teachers.

The chief school administrator is directed to develop job descriptions, standards for appointment, qualifications to be met, and arrange for adequate supervision and evaluation of performance.

Orientation programs shall be an essential part of plans to initiate the use of teacher aides. An understanding of the purpose and objectives shall be established among teachers, administrators, the parents, and the public, as well as the aides themselves.

General Guidelines. Aides shall be of good moral character and meet the health qualifications required of teachers. They shall be given initial and inservice training provided by the school system designed to give them an understanding of the place of public education in our democracy; and to define their relationship to the professsional staff.

Aides shall be assigned to tasks within their interest and ability to perform adequately. They may perform such duties as taking attendance, filing,

and keeping routine records; collecting funds and keeping accounts; correcting objective tests and making up lists and charts for the teacher showing pupil performance; supervising playground activities, lunchroom, lavatory periods, quiet activities, etc.; helping children with their clothes and with construction of bulletin boards, displays, projects, etc.; checking out library books and caring for and operating equipment; typing and duplicating, answering the telephone, and running errands, etc.; mending books; making arrangements for field trips; escorting children to the nurse; and listening to and sharing thoughts with children who need to talk to an adult.

Date:

Legal Reference: N.J.A.C. 6:8-4.3(g)
N.J.A.C. 6:11-4.9
N.J.S.A. 18A:16-2,3,4,5

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IIBD

SCHOOL LIBRARIES/MEDIA CENTERS

The Board believes that instructional materials centers/libraries are a fundamental part of the educational process. The availability of many materials in a variety of formats presents to students and teachers the possibility of selecting the media best suited for individual needs and mode of living.

The Board is responsible for the final decision in the selection of all library/media materials. The chief school administrator, in consultation with teaching staff members he/she has selected as possessing the necessary skills and abilities, with the suggestions of students and the community, shall make recommendations as to book and material needs.

A media center shall be established in each library as a resource center of instructional materials to help students in the use of library materials and facilities. The media center shall provide materials for reference use, for use in connection with class work, and for personal enjoyment and satisfaction without relation to assignments. It shall provide a wide variety of books, pamphlets and periodicals adapted to the reading interests of students, and professional publications for use by staff members. In addition to reading materials, the media collection shall include audio-visual materials and computerized program materials.

The chief school administrator shall designate a member of his/her teaching staff to be the coordinator of library/media services and be responsible for the management of the program.

To meet the needs of the students, the curriculum and the community, the basic collections of the library shall:

a. Be developed to meet the needs, interests, and maturity levels of the students.

b. Be composed of materials for all areas of the curriculum and at the same time be so balanced that all subjects and fields of interest of the schools are represented.

c. Provide a wide range of materials with a diversity of appeal and a presentation of varying points of view.

d. Supply books to stimulate reading for recreation and personal enjoyment, including recent titles as well as important older materials, in attractive editions on good paper with clear type and illustrations and durable bindings.

e. Supply films, filmstrips, records, tape recorders, television sets, overhead projectors and video tape records for use in instructional programs. All audio-visual materials shall be ordered on approval and before purchase, at least two members of the staff, including the coordinator of library/media services shall preview and recommend acquisitions.

f. Include materials for the professional growth of the teachers.

The objectives of the media center shall be to:

a. Provide students with media materials and services most appropriate to their growth and development as individuals.

b. Stimulate and guide students to find in their reading increasing enjoyment and satisfaction and to grow in critical judgment and appreciation.

c. Help students become skillful and discriminating users of libraries and of printed and audio-visual materials.

d. Work with teachers in the selection and use of all types of instructional materials which contribute to the teaching program.

e. Participate with teachers and administrators in programs for the continuing professional and cultural growth of the school staff.

An advisory committee consisting of the school library/media coordinator, and other teaching staff members as recommended by the school principal to the chief school administrator shall be established in each school to meet periodically to review the acquisition of materials. If an objection to any selection arises, a written signed statement of the objection to the materials in question shall be submitted to the advisory committee. The advisory committee in cooperation with the school principal, if unable to resolve the objections, shall follow the procedures outlined in the BOARD'S PUBLIC COMPLAINT ABOUT CURRICULUM AND INSTRUCTIONAL MATERIALS - KBL.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a4)
N.J.A.C. 6:11-7.29

Cross Reference: KBL - Public Complaint About the Curriculum or Instructional Materials.

Footnote: This detailed sample policy authorizes an advisory committee and designates a teaching staff member as coordinator of library/media services. This is not a requirement of the New Jersey Administrative Code but an example of local prerogatives.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IJ

GUIDANCE PROGRAMS

A guidance program shall be incorporated into the district's educational program to aid students in making informed and responsible decisions and in utilizing effective decision-making processes. The guidance program shall be developed and coordinated by the chief school administrator, in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help students acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to assist students in learning to make their own decisions concerning life's many choices--personal, educational, and career-vocational.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the student's educational program. Such information shall include facts such as (test scores, grades and educational history). Student records may also include anecdotes, but shall not carry judgments, opinions, and other advice.

The goals of the district guidance programs shall be:

1. To help each student discover his/her abilities and potentialities in school life, and to encourage him/her to work to his/her academic and social capacity.

2. To assist the student in a wise choice of the available school subjects and in the development of good relationships with his/her teachers.

3. To secure information on the student's mental capacities, aptitutes, occupational interests, and academic achievement through objective tests.

4. To accumulate records concerning the student in order to be able to interpret his/her abilities and potentialities to him/her, his/her parents, his/her teachers, future employers, and college admissions officers.

5. In the high school to provide the student and parents with information on colleges and vocations.

6. To bring to the attention of students the offerings of community agencies such as: "Y" clubs, hospital aide clubs, New Jersey Employment Services, etc.

7. To help students become worthy citizens and cooperating members of society.

8. To aid the classroom teacher in discovering and using opportunities for guidance.

9. To coordinate the guidance opportunities and services of the school system.

10. To interpret the guidance program to parents and the community.

Date:

Legal Reference: N.J.A.C. 6:3-2.1 et seq.
N.J.A.C. 6:8-3.5(a5)
N.J.S.A. 18A:35-4.2
N.J.S.A. 18A:36-19

Cross Reference: IGAD - Occupational Education (Career-Vocational)
IKAB - Pupil Progress Reports to Parents

Footnote 1: Paragraph one for explanation of consultation - see GCL Footnote.

Footnote 2: This sample policy is an example of how program goals can be incorporated into the board policy statement.

ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests and individual patterns of growth and learning.

The assessment of student needs and measurement of academic achievement shall be based on well-defined and board approved educational goals and objectives developed in conjunction with the minimum proficiency levels identified for each student.

Teaching staff members, under the direction of the chief school administrator, shall develop evaluation procedures for the continuous and comprehensive review of student learning capacity and degree of mastery of the course work toward district and school goals and objectives. Those procedures shall include but are not limited to:

1. Teacher observation
2. Student interview
3. Parent or guardian interviews
4. Formal and informal evaluation techniques
5. Cumulative pupil records
6. Local and State testing results
7. Medical examination.

These procedures shall apply to all students from the time of entry into the educational system and annually thereafter and shall be conducted by teaching staff members under the direction of the chief school administrator. The

teaching staff under the direction of the chief school administrator shall also develop methods for:

1. Aiding each student in appraising his/her own progress and utilizing such knowledge in making decisions concerning future educational programming.

2. Informing parents of the achievement progress of their children, and involving both student and parent when appropriate in the design of learning programs.

The chief school administrator shall annually report to the Board and the community at a regularly scheduled meeting an evaluation of student achievement toward meeting district and school goals and objectives.

Low student achievement shall be regarded by the Board as an indication that revisions are needed in educational programming, general strategy, staff resource utilization, and/or other aspects of the learning program.

Date:

Legal Reference: N.J.A.C. 6:8-3.4(a)
N.J.A.C. 6:8-3.7(a)
N.J.A.C. 6:8-3.8(b)

Cross Reference: AE - School District Goals and Objectives

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IKAB-A

STUDENT PROGRESS REPORTS TO PARENTS

The _____ Board of Education accepts its responsibility to keep the parents and guardians of pupils informed of the progress of their children's educational accomplishment. The Board is aware that different means of communicating and reporting, pupil progress may be required to meaningfully report appropriate information and, therefore, directs the chief school administrator to develop and implement, in consultation with qualified teaching staff members, a plan for reporting pupil progress to parents and/or guardians. Consideration should be given to the use of a variety of procedures such as parent-teacher conferences, report cards, pupil progress charts and other formal and informal methods.

Date:

Legal Reference: N.J.A.C. 6:8-4.1(a)
N.J.A.C. 6:3-21 et seq.

Cross Reference: JO - Student Records (model policy not included in manual).

Footnote 1: Two sample policies are provided for review in developing a policy on student progress reporting most suitable to your district. The above sample is a strict translation of the New Jersey Administrative Code requirement into district policy. IKAB-B on the following page exhibits local prerogative in implementing the requirement. Either sample policy may be correct in your district.

Footnote 2: N.J.A.C. 6:8-4.1(a) specifically mandates that every district board of education, after consultation with teaching staff members, under the direction of the chief school administrator, develop a policy for reporting pupil progress to parents or guardians.

PUPIL PROGRESS REPORTING TO PARENTS

The educational philosophy of _____ Public Schools identifies every student as a unique individual and requires that grading be based on what each student produces and what each student is capable of producing.

The chief school administrator, in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, shall devise district wide methods for evaluating and recording pupil progress. The grading system shall be uniform district wide at comparable grade levels and shall be both diagnostic and objective.

The primary purpose of parent-school communication concerning individual students shall be to lead both parents and staff to fuller understanding of the quality and direction of the student's learning, so that parents and school may be increasingly helpful to the student.

WRITTEN REPORTS

The type of progress reports sent to parents shall be devised under the direction of the chief school administrator by the teaching staff. A written report shall be provided to all parents and guardians at the conclusion of each marking period.

PARENT CONFERENCES

The chief school administrator shall coordinate the scheduling of parent conferences prepared by each school principal with the assistance of teaching staff members of each school.

Regular parent conferences shall be held whenever necessary to promote

the student's progress and parents' understanding. Special school conferences shall be arranged on the basis of student need and parental request. In grades kindergarten through eight, parent conferences shall be held on a regularly scheduled basis. Teaching staff members are to summarize the results of each parent conference on conference report forms to be provided by the school and filed in the student's folder when completed.

Date:

Legal Reference: N.J.A.C. 6:8-4.1(a)
N.J.A.C. 6:32.1 et seq.

Cross Reference: JO - Student Records (model policy not included in manual).

Footnote 1: Two sample policies are provided for developing a policy on student progress reporting. The previous page sample IKAB-A is a strict translation of the New Jersey Administrative Code requirement repeated in district policy. The above sample exhibits local prerogative in implementing the requirement. Either sample policy may be correct for your district.

Footnote 2: N.J.A.C. 6:8-4.1(a) specifically mandates that every district board of education after consultation with teaching staff members, under the direction of the chief school administrator, develop a policy for reporting pupil progress to parents or guardians.

PROMOTION, RETENTION, & ACCELERATION

The _____ Board of Education directs the chief school administrator to, in consultation with administrative and teaching staff, author plans for instruction and the instructional program that provide maximum opportunity for each student to progress through school according to his/her own needs and abilities without the stigma of failure or retention.

Grades K-8

In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. A small number of students, however, may benefit from staying another year in the same grade.

Such retention shall be considered when:

1. The student is not achieving minimum proficiency levels in basic communication and computation skills.
2. The student is achieving significantly below ability and grade level.
3. Retention would not cause an undue social and emotional adjustment.
4. Retention would have a reasonable chance of benefiting the child totally.

Whenever retention is being considered, but no later than the end of the first semester, the teacher shall confer with the principal, child study team, and other staff members involved with the student. The parents shall be invited to a meeting with the teacher, principal and other appropriate staff members no later than February 1, for discussion of the matter. This discus-

sion shall consist of an explanation to the parents of their child's proficiency level and child's ability to achieve. Goals will be set for the third quarter. During the first two weeks of the fourth quarter another meeting will be held to review the goals and the student's progress. At this time, the principal shall make his/her recommendation to the chief school administrator as to whether student will be retained in grade. That decision shall be based on recommendations of the teaching staff and evaluation of student progress in remedial programs.

The chief school administrator shall assure that the school principal takes particular care in assigning more than one retention during a child's elementary school life - and may, when found desirable, provide for promotion on the basis of social and personal needs, rather than academic achievement. The chief school administrator must approve any assigned pupil retention.

High School

High School students shall have completed the minimum number of credits required by the State Board of Education and achieved minimum proficiency levels of _____ School District in the basic communication and computation skills for placement at sophomore, junior, and senior grade levels.

Date:

Legal Reference: N.J.A.C. 6:8-3.8(a)
N.J.A.C. 6:8-4.2(a1)

Footnote 1: The inclusion of the word "administrative" in the first sentence of paragraph one of the above sample policy is not legally necessary as N.J.A.C. 6:81.1 defines "teaching staff members" as all teachers, principals, assistant

principals, vice principals, superintendents, assistant superintendents, school nurses and such other employees as are in positions which require them to hold appropriate certificates issued by the board of examiners, serving in any school district or under any board of education. However, the local district may choose to include the term for clarification.

Footnote 2: N.J.A.C. 6:84.2(a1) specifically mandates every district board of education to adopt policies and procedures for pupil promotion, related to district goals, objectives and pupil proficiency.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IKEA/IKFA

ACCELERATION/EARLY GRADUATION

A pupil may be accelerated (permitted to skip a grade in elementary school) if it becomes evident that his/her capabilities are not fully challenged by the work in his/her regular grade and by enrichment opportunities offered. Acceleration shall have parental consent.

Acceleration shall be based, however, not only on the academic abilities of the pupil, but also on his/her social and emotional development. The Child Study Team, as well as the student's teachers, shall be consulted by the principal before he/she approves acceleration.

The chief school administrator shall develop and maintain procedures for the early graduation of exceptionally able high school students in keeping with their individual abilities to progress at a fast pace and meet state graduation requirements in less than four years.

Date:

Legal Reference: N.J.A.C. 6:8-3.8(a)
N.J.A.C. 6:8-4.2(a1,2)
N.J.A.C. 6:27-1.4
N.J.S.A. 18A:35-7

Footnote: The above sample policy has been developed to provide an example of coding combining. This can be done when policy areas are directly related as in this case.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: IKF

GRADUATION REQUIREMENTS

Diplomas shall be granted only to students who have completed the requirements for graduation established in the curriculum approved by the _____ Board of Education. Those requirements shall include:

1. The achievement of minimum levels of proficiency as approved by the Board of Education in basic communication and computation skills;

2. The satisfactory completion of those courses required by state law;

3. The satisfactory completion of those courses approved by the Board of Education as meeting the district's goals and objectives; and

4. The courses selected by the student and parents or guardians and approved by the school principal in meeting the individual needs and preferences of the student.

All graduates shall receive the same diploma, regardless of their choice of program or subjects.

Date:

Legal Reference: N.J.A.C. 6:8-3.8(a)
N.J.A.C. 6:8-4.2(a2)
N.J.A.C. 6:27-1.4
N.J.S.A. 18A:35-7

Cross Reference: IGA-Basic Instructional Program

Footnote: N.J.A.C. 6:8-4.2(a2) specifically mandates every district board of education to adopt policies and procedures for high school graduation, pursuant to law and regulation, that are reasonably related to the achievement of district goals, objectives, and pupil proficiency with particular reference to basic communication and computation skills.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: JB

EQUAL EDUCATIONAL OPPORTUNITIES

The _____Board of Education declares its intention to offer each child in its public schools equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin, or social or economic status. The implementation of this policy shall be in accordance with federal guidelines under Title IX of the Educational Amendments of 1972 and N.J.S.A. 18A:36-20, as well as N.J.A.C. 6:4-1.3.

In order to achieve the goal of equal educational opportunity, the Board directs the chief school administrator to act as Affirmative Action Officer, and to assume the responsibility of coordinating all implementation activities to insure an Affirmative Action Program in the schools. It shall be the duty of the chief school administrator or the Affirmative Action Officer to prepare a plan specifying discrete areas of investigation, a method for conducting such investigation as well as a date and means for reporting to the Board and the community, the results of such an investigation. In the development of such a plan the Board directs the chief school administrator to involve teaching staff members he/she has identified as possessing necessary skills and abilities, students and community members. The chief school administrator is further directed to make every effort to insure equal representation among those participating in the development of the plan with regard to race, color, creed, sex, national origin and ancestry.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a9)
N.J.A.C. 6:4-1.3
N.J.S.A. 18A:36-20

Cross Reference IF - Curriculum Development

Footnote: New Jersey Administrative Code mandates the development of an equal educational opportunity policy by every local school district. The final version of the federal Title IX regulations was signed into law on May 27, 1975.

ASSIGNMENT OF STUDENTS TO SCHOOLS AND CLASSES

The chief school administrator shall establish, and the Board shall approve, attendance areas for the schools of the district.

Students shall be required to attend the school in the attendance area in which they reside, with the following exceptions:

1. Special education students.

2. Children who move from one attendance area to another during the year.

3. To accommodate the individual schedules and study programs of students in school, who in instances may, if the administration so authorizes, attend another school for a special program or take courses in both schools.

4. At the discretion of the administration when it appears evident that attendance at another school is in the best interests of a student and/or the school.

5. When attendance areas result in large numbers of children in certain classes at one school and smaller numbers of children in the same classes at another school, the administration may balance the classes in size by transferal of students. The students so transferred will be those who live nearest the less crowded school.

6. In the case of students repeating a grade since it is sometimes advisable for such students to have a different teacher the second year.

The assignment of students to specific classrooms and teachers shall be based on the individual student's needs that have been identified as part of district's pupil assessment procedures.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a5)

Cross Reference: IHA - Grouping for Instruction
IK - Academic Achievement
IKE - Promotion, Retention and Acceleration

Footnote 1: The above sample policy has been developed to provide an example of code combining. This can be done when policy areas are closely related as in this situation.

Footnote 2: The above sample policy does not provide a desegregation plan for the district. For sample policy see the National School Boards Association EPS Manual AC - Nondiscrimination and JB - Equal Educational Opportunities.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: KB/KF-A

PUBLIC INFORMATION PROGRAM AND USE OF COMMUNITY RESOURCES

The _____ Board of Education recognizes its responsibility to keep the total community informed of the district's progress toward meeting its educational goals, objectives and standards. It is believed that only through a total understanding of state regulations and district and school procedures can the implementation of the community's thorough and efficient system of education be meaningful to parents, guardians and other district residents.

The Board, therefore, will schedule special "T&E" status report meetings, periodically, but not less than twice a year, to update the community on the status of the educational program.

In addition, the board encourages public attendance at its meetings, and will schedule time for questions from the public at its regular monthly meetings.

In striving and planning for continuous educational improvement, the Board desires to have qualified teaching staff members, under the direction of the chief school administrators, identify appropriate community resources, services and needs, in consultation with parents or guardians, pupils and other district residents.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a6)
N.J.A.C. 6:8-4.6(a,b)

Footnote: The double code illustrates code combining. This may be done when policy areas are closely related. In this case the policies are Public Information Programs KB and Community Resources KF. See sample policy KB/KF-B for variation of above policy and KF for example of single coding.

PUBLIC INFORMATION PROGRAMS AND USE OF COMMUNITY RESOURCES (People)

The Board of Education accepts full responsibility for keeping the residents of the community informed about the function and operation of the school system. As one means of accomplishing this objective, the Board of Education shall host two community orientation sessions each school year. These orientation sessions shall provide the community with information regarding state regulations and local school procedures for implementing the district's goals, objectives and standards.

The school system will endeavor to ascertain the attitudes of the public with regard to particular aspects of its operation prior to planning new procedures.

The Board of Education encourages community participation in planning for the excellence of their schools. Under the direction of the chief school administrator, selected members of the staff shall participate in the identification of community resources, services and needs and will assist parents, guardians, pupils, and other district residents who are interested in promoting education by means of study and discussion groups and other programs that require administrative or technical expertise or guidance in their implementation.

In utilizing the advice and assistance of interested individuals and groups, the Board in no way abdicates its responsibility to the citizens of the district as the official body charged with the responsibility for making the final decision on all matters pertaining to the educational program within the district.

The school system's communication program shall be an integral part of the district's total educational program and shall evolve from the activities conducted within the total program. The program shall be honest, continuous, and as comprehensive as possible. The program shall involve the Board of Education, school personnel, students and the community.

The program of public relations shall be the direct responsibility of the chief school administrator and his/her staff, under whose direction the program shall function with the guidance of the policies of the Board of Education.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a6)
N.J.A.C. 6:8-4.6(a,b)

COMMUNITY RESOURCES

It shall be the policy of the_____ Board of Education to encourage residents who are especially qualified because of training, experience, interest, or personal characteristics to take an active part in the district's educational programs. Those persons identified by the chief school administrator and his/her staff and approved by the Board may be invited to act as advisors in groups or individually in:

1. Clarifying the general ideas and attitudes held by district residents in regard to the schools.

2. The development of board policies and the establishment of administrative regulation.

3. Determining the purposes of courses of study and special services.

4. Evaluating the extent to which these purposes are being achieved.

5. Giving active assistance to the teaching staff in the actual operation of classes and services where the chief school administrator, in consultation with his/her teaching staff, has deemed such aid appropriate and valuable.

6. Identifying and solving of specific school district problems.

7. The operation of special programs over and above the regular district curriculum.

The Board shall give substantial weight to the advice of individuals and community groups interested in the schools, especially those individuals and groups they have invited or created to advise them in selected areas. However, the board maintains final authority in the decision-making processes of the school district and shall use its own best judgment in arriving at decisions.

Date:

Legal Reference: N.J.A.C. 6:8-3.6(a6)
N.J.A.C. 6:8-4.6(b)

Footnote 1: For explanation of paragraph 1 - see sample policy KB/KF-B.

Footnote 2: Two examples of code combining of the above sample policy and community resources with Public Information Programs are provided - see KB/KF-A and KB/KF-B.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: LB

RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS

The_____Board of Education believes that a smooth, continuous program of education from the elementary grades through the secondary school is necessary to insure the continuous development of the students academic and skill competency. In order to insure this continuous development, the Board directs the chief school administrator, in consultation with teaching staff members he/she has identified as possessing necessary qualifications, to articulate the elementary and secondary school programs so that continuous learning built on sequential academic and skill development is achieved. Additional emphasis in coordination shall be in skill areas where student programs on one level depend on progress achieved at a previous level.

The_____school district shall cooperate with other school districts to the solution and maintenance of educational common concerns. District staff under the direction of the chief school administrator shall participate in the coordination of such areas as research, exchange of information and data, coordination of curriculum, coordination of school calendar and activities, and any other circumstances where it may be advantageous to serve a broader area than the _____school district. In carrying out this policy the chief school administrator shall include in his/her reports to the Board an evaluation of the desirability and feasibility of cooperation with other school districts.

Date:

Legal Reference: N.J.A.C. 6:8-3.5(a3)

APPENDIX

How to translate those 'T&E' regs into school board policy

Complying with the state board of education's new "T&E" regulations starts with setting some good board policies. This special chart edition of New Jersey Update *gives you the who, what, why, when, where, and how to do just that.*

Generally speaking, what's "T&E" all about? By July 1, 1976, every New Jersey school board must be well on its way to developing a plan for using school resources in the most efficient manner possible in order to guarantee every school-aged child a thorough education. That's the word from the state board of education, the same group that last January adopted regulations (N.J.A.C. 6:8) spelling out just what the "thorough and efficient" education promised by the state constitution really means and how school boards can best go about fulfilling the pledge.

How does the state board of education define "T&E"? The constitutional requirement that the state's system of free public schools provide a "thorough and efficient" education means, says the state board, that school boards must strive "to provide all children in New Jersey, regardless of socio-economic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society."

What exactly does the state board say each local school board must do to implement "T&E" in its schools? Basically, each board annually must adopt an "educational plan" that looks five years into the future and projects the broad instructional goals toward which the board, staff, students, and community have agreed all school resources should be aimed. A plan of action for meeting those goals (which are to be consistent with state goals) must be outlined. In other words, each board should decide what particular combination of curricular, personnel, and support service programs (to name a few) is most likely to help students learn what every one initially agreed they should. The "educational plan" also must include some way for the board to determine each year (1) whether or not the past year's programs actually moved students closer to attaining the instructional goals, and (2) whether or not the instructional goals are still what every one wants.

What does all that have to do with school board policies? According to the regulations, the entire "educational plan" may, and in most instances must be expressed as written school board policies.

What policy areas are affected by the new regulations? Over one hundred in the EPS policy classification system. The regulations require school boards to adopt written policies in numerous areas. Elsewhere the regs tell school boards they will be held accountable for operating certain programs, and the need is implicit for policies that tell the administration what direction these programs should take. In still other areas, school boards simply are directed to follow certain procedures, include certain people in policy development, or take specific actions. Since the regulations have the weight of law, such requirements automatically become school board policy and should be incorporated into each board's broader statement on appropriate subjects.

What if a school board doesn't have policies in all the required areas? Each express, implicit, or "automatic" policy covered in the regulations is summarized in this chart and coded into the EPS policy classification system. If you don't have a policy in the code indicated, or your policy is inconsistent with the state requirements, you can ask the person responsible for coordinating policy development in your district to request sample policies from the EPS Policy Information Clearinghouse.

By when must all this be accomplished? It depends on how far along your board already is in developing written policies that comply with the planning process and express goals similar to those in the new regs. No district will be expected to be 100 percent in compliance when the regulations become effective July 1, 1976, but every district should be setting up a time schedule which says what will be done by when in order to bring it into compliance as quickly as possible. (School boards may look to county superintendents for help devising realistic time schedules.)

What if we don't accomplish all this? The state is empowered to take "corrective action." That means that the state education commissioner may require "remedial" plans from any district or school that fails, in any year, to make sufficient progress toward implementing an educational plan consistent with the "T&E" regs. Failure to submit or implement an acceptable remedial plan may be countered by the commissioner with required changes in the local budget or inservice training programs for district staff. If those actions do not result in an acceptable plan, the state board of education may prescribe a plan it believes will bring the district or school into compliance with all "T&E" requirements.

NEW JERSEY Update

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N.J.A.C. Reference	Requirement for Local District	EPS Descriptor	EPS Code Revised	EPS Code Original
6:8-3.1(a-c)	Each board annually must adopt a five-year educational plan for the district and each school within the district. The plan must include long-range goals for instructional and other major programs, short-range objectives for all programs, and a timetable for achieving both.	SCHOOL DISTRICT GOALS AND OBJECTIVES	AE	Use codes for goals in each section
6:8-3.1(d)	Each board's educational plan must include standards to evaluate whether or not goals and objectives are being met.	COMMITMENT TO ACCOMPLISHMENT and subcodes	AF	BCBL, CEI, CGI, GBI, GCI, GDI, and IJ
6:8-3.2(a)	As part of its educational plan, each board must adopt written educational goals consistent with state educational goals.	INSTRUCTIONAL GOALS	IA	IB
6:8-3.2(a-c)	Each board must consult with staff, students, and community in developing the policy establishing educational goals. Before adopting the educational goals policy, the board must give the public a chance to comment on the proposed goals. The same procedure used by the board to develop its educational goals policy shall be used every five years to review those goals.	PRELIMINARY DEVELOPMENT OF POLICIES	BFB	BDBB, BDBC, and BDBD
6:8-3.3(a)	The board must set written objectives which will lead to attainment of its educational goals. The objectives must be developed in consultation with teaching staff members.*	INSTRUCTIONAL PRIORITY OBJECTIVES	IAA	IB
6:8-3.4(a)	Teachers are responsible for administering tests and conducting other types of evaluations that will show how well the board's objectives are being met.	ACADEMIC ACHIEVEMENT	IK	IH
6:8-3.5(a)	The board annually must adopt an educational program consistent with its educational goals. The procedure the board uses in deciding what its educational program will be must involve the teaching staff.*	CURRICULUM ADOPTION	IFD	ICF
		CURRICULUM DEVELOPMENT	IF	IC
6:8-3.5(a)	The educational program adopted by the board must not be limited to a basic instructional program, but also must include library facilities, guidance, special education, bilingual education, compensatory education, career education, and opportunities for gifted children.	BASIC INSTRUCTIONAL PROGRAM	IGA	IDA
		SCHOOL LIBRARIES	IIBD	IFBD
		GUIDANCE PROGRAMS	IJ	IG
		PROGRAMS FOR HANDICAPPED CHILDREN	IGBA	IDDF
		BILINGUAL INSTRUCTION	IGBF	IDA
		PROGRAMS FOR DISADVANTAGED STUDENTS	IGBC **	IDDA
		OCCUPATIONAL EDUCATION	IGAD	IDA
		PROGRAMS FOR GIFTED STUDENTS	IGBB	IDDD

**Model policy determined unnecessary. N.J.A.C. requirement included in other model policy - See Index.

*[Each board may wish to develop a separate policy indicating how staff will be involved in this and other board decisions required in the regs. (EPS file reference: STAFF INVOLVEMENT IN DECISIONMAKING current code ABB, original code GAC)]

6:8-3.5(a)	The board must assure students that the educational program will be equally open to all.	EQUAL EDUCATIONAL OPPORTUNITIES	JB	JAA
6:8-3.5(a)	The educational program adopted by the board must be articulated among the district's own schools and with other districts to ensure greater learning opportunities.	RELATIONS WITH OTHER SCHOOLS AND SCHOOL DISTRICTS	LB	MD
6:8-3.6(a)	Teaching methods should foster positive feelings among students; make creative use of available methods, materials and equipment; involve students in both directed and self-directed activities; emphasize the interdisciplinary nature of knowledge; and give students a chance to study individual, school, and community problems.	TEACHING METHODS	INA **	IKA
6:8-3.6(a)	Each board will try to make the educational program fit individual student needs through effective policies governing the assignment of students to schools and classes, as well as policies grouping students for instruction within classrooms.	ASSIGNMENT OF STUDENTS TO SCHOOLS ASSIGNMENT OF STUDENTS TO CLASSES GROUPING FOR INSTRUCTION	JECC JECD IHA	JBCCA JBCCB IEA
6:8-3.6(a)	Each board will make effective use of personnel, resources, and facilities of both the school and community in striving to reach its educational goals through its educational program.	PERSONNEL POLICIES GOALS INSTRUCTIONAL RESOURCES SUPPORT SERVICES GOALS COMMUNITY INSTRUCTIONAL RESOURCES	GA II EA KF	GAA IF EA KF
6:8-3.7(a)	Student progress toward educational goals must be assessed continuously by the teaching staff, who will use evaluation procedures each board must develop and implement. Each board annually will receive a report on student progress from its chief administrator.	ACADEMIC ACHIEVEMENT	IK	IH
6:8-3.8(a)	Each board must set minimum pupil proficiency levels in basic communication and computational skills which shall be used for promotion from grade to grade, as well as for graduation from high school. Teaching staff must be consulted before the proficiency levels are set by the board.*	PROMOTION AND RETENTION OF STUDENTS GRADUATION REQUIREMENTS	IKE IKF	IHE IHF
6:8-3.8(b)	Each board's testing program must provide for any student entering the district to be evaluated to see how he/she stands in relation to the proficiency levels, and it must provide for annual assessment of all students for the same purpose.	ASSIGNMENT OF STUDENTS TO CLASSES TESTING PROGRAMS	JECD IL**	JBCCB II
6:8-3.8(c)	Each board must establish remedial education programs for students whose performance falls below the minimum proficiency levels. The board-approved remedial programs must include ongoing communication about student progress between teaching staff and the parents or guardians of the students in the program. Progress of students in the remedial program must be evaluated in terms of the program's own objectives. The remedial program also must include methods for its own evaluation.	REMEDIAL INSTRUCTION	IGBE	IDDB

other model policy - See Index.

N.J.A.C. Reference	Requirement for Local District	EPS Descriptor	EPS Code Revised	EPS Code Original
6:8-4.1(a)	Each board must develop a written policy for reporting pupil progress to parents and guardians of students enrolled in any aspect of the educational program. This policy must be developed in consultation with the teaching staff.*	STUDENT PROGRESS REPORTING TO PARENTS	IKAB	IHAB
6:8-4.2(a)	Each board must adopt a written policy governing the promotion of students from grade to grade on the basis of both the board's educational goals and objectives and its established proficiency standards for each grade level.	PROMOTION AND RETENTION OF STUDENTS	IKE	IHE
6:8-4.2(a)	Each board must adopt a written policy establishing high school graduation requirements based on state law and board-approved educational goals, objectives and proficiency standards.	GRADUATION REQUIREMENTS	IKF	IHF
6:8-4.3(a)	Each board is responsible for establishing such teaching staff positions as are needed to implement the educational program it approved. [Note: Certain positions which must be established are listed in N.J.A.C. 6:8-4.3(a,c,d).]	PROFESSIONAL STAFF POSITIONS	GCA	GBB
6:8-4.3(b)	One condition each board must place on hiring persons to fill all teaching staff positions is that they possess certificates issued by the state board of education.	PROFESSIONAL STAFF HIRING	GCD	GBD
6:8-4.3(e)	Each board must make arrangements for the employment of substitute teachers that include maintaining a list of available, certificated teachers and providing substitutes with adequate orientation and training to the district's needs.	ARRANGEMENTS FOR PROFESSIONAL STAFF SUBSTITUTES	GCEA	GBRJ
6:8-4.3(f)	Each board must provide sufficient support services for its educational program.	SUPPORT SERVICES GOALS	EA	EA
6:8-4.3(g)	Any board may employ teacher aides, who must be employed and assigned in accordance with state law.	TEACHER AIDES	IIBA	IFBA
6:8-4.4(a)	Each board must plan inservice staff training programs when they are needed to carry out district goals and objectives.	PROFESSIONAL STAFF DEVELOPMENT OPPORTUNITIES	GCL	GAD
		SUPPORT STAFF DEVELOPMENT OPPORTUNITIES	GDL	GAD
6:8-4.5(a)	Each board must supply instructional materials and equipment needed to support its educational goals and objectives.	INSTRUCTIONAL RESOURCES	II	IF
6:8-4.5(b)	Each board must adopt a policy governing the selection and use of instructional materials that involves the teaching staff in materials selection.	TEXTBOOK SELECTION AND ADOPTION	IIAA	IFAA
		SUPPLEMENTARY MATERIALS SELECTION AND ADOPTION	IIAB	IFAB

6:8-4.6(a)	Each board is responsible for making sure the community is informed about the development and implementation of district educational goals and objectives.	PUBLIC INFORMATION PROGRAM	KB	KB
6:8-4.6(b)	The teaching staff, under the direction of the chief school administrator, is responsible for planning an adult education program based on community needs and coordinated with community resources.	ADULT EDUCATION PROGRAM	IGE **	IDG
		COMMUNITY INSTRUCTIONAL RESOURCES	KF	KF
		RELATIONS WITH COMMUNITY ORGANIZATIONS	KM**	LC
6:8-4.7(a)	Each board is responsible for adopting administrative rules instituting sound fiscal procedures in the district.	All EPS codes in the D section relate to fiscal management	D	D
6:8-4.7(a)	Each board must adopt administrative rules instituting sound management practices in the district.	All EPS codes in the C section relate to school administration	C	C
6:8-4.8(a,b)	Any new facilities must be planned to accommodate the district's approved educational program.	EDUCATIONAL SPECIFICATIONS	FEA	FEB
6:8-4.8(c)	Each board is responsible for providing safe, clean, attractive and well-maintained buildings.	BUILDINGS AND GROUNDS MAINTENANCE	ECB	EBI
6:8-5.1(a)	Each board must submit on or before each December 1 a proposed budget based on educational goals and objectives.	BUDGET DEADLINES AND SCHEDULES	DBC**	DCCA
6:8-5.1(a)	The budget prepared by each board must contain the number of employees in the current and requested budget years and use an authorized budget format.	ANNUAL OPERATING BUDGET	DB**	DC
6:8-5.1(b)	Each board must await the approval of the county superintendent on the budget before advertising it.	BUDGET ADOPTION PROCEDURES	DBH	DCE
6:8-6.1(b)	Each board must submit an annual report describing district progress toward achievement of district educational goals to the state education commissioner. [Note: The report must contain certain items listed in N.J.A.C. 6:8-6.1(c).]	SCHOOL DISTRICT ANNUAL REPORT	CM	CO
6:8-6.2(d)	Based on the annual report and various other monitoring procedures, the commissioner will assign the district a classification which the board must report to the public.	ACCOMPLISHMENT REPORTING TO THE PUBLIC	AG	KB

**Model policy determined unnecessary. NJAC requirement included in other model policy - See Index.

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NEW JERSEY ADMINISTRATIVE CODE

Title 6

Education

Subtitle B. Commissioner of Education

Chapter 8 Thorough and Efficient System of Free Public Schools

Adopted New Rules

January 7, 1976

FOLLOWING ARE PROPOSED, NEW RULES

NEW JERSEY ADMINISTRATIVE CODE

Title 6

Education

Subtitle B. Commissioner of Education

Chapter 8 Thorough and Efficient System of Free Public Schools

FOREWARD

The following rules and regulations define the standards and procedures of evaluation, classification and enforcement of a thorough and efficient system of free public schools in accordance with the New Jersey Constitution. These rules and regulations shall be reviewed and modified as appropriate at least once every five years.

The goal of a thorough and efficient system of free public schools shall be to provide all children in New Jersey, regardless of socio-economic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society.

This system of free public schools shall operate under the State Board of Education and district boards of education pursuant to law and regulation.

Authority

Title 18A of New Jersey Statutes Annotated as supplemented and amended by Chapter 212, Laws of 1975.

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SUBCHAPTER 1. DEFINITIONS

6:8-1.1 Words and phrases defined

The following words and terms, when used in this chapter, shall have the following meanings unless the context clearly indicates otherwise.

"Administrative order" means a written directive ordering specific corrective action by a district which has shown insufficient educational progress within a reasonable period of time in meeting goals and standards.

"Approved" means the official classification by the state department of education certifying that the school and district complies with prescribed standards, pursuant to law and regulation.

"Articulation" means continuity, consistency and interdependence in the curricular offerings of the successive divisions of the school system.

"Assessment" means a written analysis of the current status of an educational system in terms of achieving its goals and objectives.

"Classification" means a process through which districts and schools are designated as approved, conditionally approved or unapproved, pursuant to law and regulation.

"Conditionally approved" means that a school or district with specific deficiencies is granted a prescribed period of time in which to plan and implement remediation, pursuant to law and regulation.

"Educational plan" means a comprehensive procedure which enables participants working together to define and set goals, to appraise progress through assessment, to analyze problems, to plan for and to implement a program for improvement and to evaluate progress toward achieving goals, objectives and standards.

"Evaluation" means procedures used to determine the value and success of programs, projects, techniques and materials in relation to the achievement of goals, objectives and standards, i.e. the act of making judgments based upon the data gathered.

"Goals" means a written statement of educational aspirations for learner achievement and the educational process stated in general terms.

"Objective" means a written statement of the intended outcome of a specific educational process.

"Standards" means the procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met.

"Teaching staff members" means all teachers, principals, assistant principals, vice principals, superintendents, assistant superintendents, school nurses and such other employees as are in positions which require them to hold appropriate certificates issued by the board of examiners, serving in any school district or under any board of education.

"Unapproved" means that a school or district has failed to show sufficient progress in implementing goals, objectives and standards, pursuant to law and regulation.

SUBCHAPTER 2. STATE EDUCATIONAL GOALS AND STANDARDS

6: -2.1 State educational goals

(a) The state educational goals shall be the following outcome and process goals and shall be applicable to all public school districts and schools in the state.

(b) Educational outcome goals: The public schools in New Jersey shall help every pupil in the state:

1. To acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.

2. To acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures and current social issues.

3. To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.

4. To acquire the knowledge, skills and understanding that permit him/her to play a satisfying and responsible role as both producer and consumer.

5. To acquire job entry level skills and, also, to acquire knowledge necessary for further education.

6. To acquire the understanding of and the ability to form responsible relations with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

7. To acquire the capacities for playing satisfying and responsible roles in family life.

8. To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.

9. To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the aesthetic expressions of other people.

10. To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.

11. To develop an understanding of his/her own worth, abilities, potentialities and limitations.

12. To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

(c) Educational process goals: The public schools in New Jersey shall provide:

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.

2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.

3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.

4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.

5. Comprehensive guidance facilities and services for each pupil.

6. An environment in which any competition among pupils is positive.

7. Resources for education, used with maximum efficiency.

8. Teaching staff members of high quality.

9. Diverse forms of constructive cooperation with parents and community groups.

6:8-2.2 State educational standards

(a) The state educational standards shall be those procedures set forth in N.J.A.C. 6:8-3 and 4, which shall be used for the implementation of a thorough and efficient system of free public schools in accordance with the New Jersey Constitution.

6:8-2.3 Review of state educational goals and standards

(a) The State Board of Education, after consultation with the commissioner any review by the Joint Committee on the Public Schools, shall, from time to time but at least once every five years, review and update the state goals and standards.

SUBCHAPTER 3. STANDARDS AND PROCEDURES FOR ESTABLISHING EDUCATIONAL PLANS

6:8-3.1 Educational plan requirements

(a) Each district board of education in consultation with the chief school administrator and teaching staff members, as defined in these regulations, shall develop a written educational plan for the district and each school within the district, pursuant to law and this subchapter.

(b) Such plan shall be adopted and implemented annually by the district board of education.

(c) Such plan shall include a proposed time schedule for the implementation of each of the domponents set forth in this subchapter, and shall indentify, on a five-year cycle, both long- and short-range objectives.

(d) Such plan shall include standards established by the district board of education for assessing and evaluating the achievement of its long- and short-range objectives.

(e) The educational plan shall include, but not be limited to, the components set forth in this subchapter.

6:8-3.2 District and school educational goals

(a) Written educational goals, based on district educational needs and consistent with the intent of state educational goals, shall be developed and shall serve as the basis for the educational program (curriculum) for each school. Goals shall be developed in consultation with teaching staff members, pupils, parents or guardians of pupils and other district residents, under the direction of the chief school administrator.

(b) The district board of education shall give public notice of the proposed goals or revisions thereof and shall provide opportunity for comment at a public meeting.

(c) District and school educational goals shall be reviewed and updated at least once every five years according to the procedures set forth in N.J.A.C. 6:8-3.2

6:8-3.3 District and school educational objectives and standards

(a) Written educational objectives and standards for the educational program (curriculum), based upon district and school goals, shall be be developed in consultation with teaching staff members under the direction of the chief school administrator.

6:8-3.4 Assessment

(a) Assessment of pupil needs

Pupil needs shall be assessed by teaching staff members to determine pupil attainment of educational objectives. Procedures for such assessment shall include but not be limited to teacher observation, parental or guardian interview, formal and informal evaluation techniques, cumulative pupil records, local and state testing results and medical examination. Pupil identification required by N.J.A.C. 6:8-3.8 (pupil minimum proficiency levels) shall be determined as part of this assessment of pupil needs.

(b) Assessment of district and school needs

District and school needs shall be assessed in order to determine the status of attainment of long- and short-range objectives.

6:8-3.5 Educational program (curriculum)

(a) The educational program (curriculum) for each district and school shall be developed in consultation with the teaching staff members, under the direction of the chief school administrator, shall be adopted annually be each district borad of education and shall:

1. Be consistent with written goals, objectives and identified pupil needs;

2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

3. Provide for continuous learning through an effective articulation between and among the districts and schools;

4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program (curriculum);

5. Provide all pupils guidance and counseling to assist in career and academic planning;

6. Provide a continum of educational programs and services for all handicapped children, pursuant to law and regulation;

7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;

8. Provide compensatory education programs for pupils, pursuant to law and regulation;

9. Provide all pupils equal educational opportunity, pursuant to law and regulation;

10. Provide career awareness and vocational education, pursuant to law and regulation; and

11. Provide educational opportunities for exceptionally gifted and talented pupils.

6:8-3.6 Instruction

(a) Instruction shall be provided by teaching staff members in order to achieve goals, objectives and standards. Implementation shall include but not be limited to:

1. A school environment designed to foster positive feelings by pupils toward self and others.

2. Creative use of various instructional methods, materials and equipment.

3. Opportunities for pupils to participate in the study of individual, school and community problems.

4. Active involvement of pupils in directed and self-selected activities.

5. School and classroom organization and pupil assignment based upon individual pupil needs.

6. Effective use of personnel, resources and facilities of the school and community.

7. An emphasis on the interdisciplinary nature of knowledge and the interrelatedness of learning.

6:8-3.7 Evaluation of pupil progress

(a) Evaluation procedures shall be developed and implemented to provide for the continuous and comprehensive review of pupil progress toward district and school goals and program objectives. The evaluation shall be conducted by teaching staff members under the direction of the chief school administrator and should include consultation with parents or guardians and pupils. District evaluation results shall be reported annually by the chief school administrator to the district board of education at a public meeting.

6:8-3.8 Pupil minimum proficiency levels and remedial programs

(a) The district board of education, after consultation with the chief school administrator and teaching staff members, shall establish reasonable pupil minimum proficiency levels in the basic communication and computational skills.

(b) Each pupil shall be assessed, upon entrance into the educational system and annually thereafter, to identify pupils not meeting minimum proficiency levels. Such assessment shall be part of the total assessment procedure set forth in N.J.A.C. 6:8-3.4.

(c) Remedial programs shall be established to assist pupils performing below the established minimum levels of pupil proficiency in the basic areas of communication and computational skills. These programs shall include:

1. Instruction and services to meet pupil needs.

2. On-going communication between teaching staff members and parents or guardians of pupils participating in remedial educational programs.

3. Evaluation procedures which measure pupil achievement related to remedial educational program objectives and standards.

4. Evaluation of the effectiveness of remedial educational programs.

(d) As part of the annual district and school classification procedure, the state department of education shall monitor the district board of education's pupils minimum proficiency levels

and the rate of pupil growth in achievement with particular attention to services and remedial educational programs for the basic communication and computational skills.

(e) The department of education shall conduct studies and evaluate findings biennially after the effective date of this chapter in order to report the status of progress toward the attainment of pupil minimum proficiency levels established by the district board of education.

SUBCHAPTER 4. POLICIES AND PROCEDURES TO ASSIST IN IMPLEMENTING THE EDUCATIONAL PLAN

6:8-4.1 Reporting of pupil progress

(a) The district board of education, after consultation with the teaching staff members, under the direction of the chief school administrator, shall develop a policy for reporting pupil progress to parents or guardians. Consideration should be given to the use of a variety of procedures such as parent-teacher conferences, report cards, pupil progress charts and other formal and informal methods.

6:8-4.2 Promotion and graduation

(a) The district board of education shall adopt policies and procedures for:

1. Pupil promotion, related to district goals, objectives and pupil proficiency; and

2. High school graduation, pursuant to law and regulation, which shall be reasonably related to the achievement of district goals, objectives and pupil proficiency with particular reference to basic communication and computational skills.

6:8-4.3 Staffing

(a) Teaching staff members shall be employed by the district board of education based upon the specific instructional needs of pupils of the district and each school within the district. The district board of education shall provide certified personnel needed to implement a thorough and efficient system of free public schools, which may include but not be limited to the following: adult, continuing and community education teachers, art teachers, educational supervisors, foreign language teachers, health teachers, instructional media specialists (librarians), instrumental and vocal mucis teachers, nurses, physical education teachers, reading specialists, school counselors, speech correctionists, teachers of handicapped and vocational educational specialists.

(b) Certification

The district shall employ for its teaching staff members only persons certified under the rules and regulations of the State Board of Education.

(c) Principal

1. Each school shall be assigned the services of a full-time non-teaching principal to be responsible for administration and supervision of the school.

2. A district board of education, upon advice of the chief school administrator, may request from the commissioner an exception to the provision of N.J.A.C. 6:8-4.3(c)1.

3. Assistants to principals and to principals assigned as chief school administrators shall be provided where necessary because of school enrollment, educational program and/or complexity of operation.

(d) Child study team

All district boards of education shall provide the services of child study team personnel (school psychologists, school social workers and learning disabilities teacher-consultants), in numbers sufficient to insure implementation of pertinent law and regulation.

(e) Substitute teachers

All district boards of education shall maintain a list of available, certified substitute teachers, pursuant to regulation. Substitute teachers shall be provided orientation and training to meet pupil needs within the school district.

(f) Supportive services

Sufficient supportive services shall be provided, including but not limited to secretarial and clerical, janitorial, buildings and grounds maintenance, cafeteria and pupil transportation.

(g) Aides

Aides may be employed, and shall be approved and assigned, pursuant to law and regulation.

6:8-4.4 Staff in-service programs

(a) Staff in-service improvement programs developed in consultation with the chief school administrator and teaching staff members shall

be placed planned as needed to meet the priorities identified by the district or school.

6:8-4.5 Instructional materials and equipment

(a) The district board of education shall provide instructional and evaluation materials including textbooks, references, library print and non-print materials, equipment and other materials to implement the district and school educational goals and objectives and meet pupil needs.

(b) The district board of education shall adopt an instructional materials and equipment policy which includes procedures for effective consultation with teaching staff members in the selection and utilization of such materials and equipment.

6:8-4.6 School and community relations

(a) The district board of education shall provide parents or guardians and other district residents opportunities for orientation and information regarding state regulations and local school procedures for implementation of district goals, objectives and standards.

(b) Teaching staff members, under the direction of the chief school administrator, shall identify community resources, services and needs in planning for continuous educational improvement, in consultation with parents or guardians, pupils and other district residents.

6:8-4.7 Administrative procedures

(a) Each district board of education, after consultation with the chief school administrator and teaching staff members, shall adopt efficient administrative proceaures which shall include but not be limited to:

1. Sound district and school fiscal operations; and

2. Effective management procedures, pursuant to law and regulation.

6:8-4.8 School facilities

(a) New school facilities shall be planned ot reflect current research and recommendations on the relationship of school design and size to educational program and a positive learning environment, pursuant to law and regulation.

(b) Each school building and site shall provide suitable accommodations to carry out the educational program of the school, including provision for the handicapped, pursuant to law and regulation.

(c) The district board of education shall ensure that all school buildings shall be safe, clean, attractive and in good repair.

SUBCHAPTER 5. REVIEW AND APPROVAL OF PROPOSED BUDGET

6:8-5.1 Review by county superintendent

(a) Each district board of education shall submit to the office of county superintendent, on or before December 1, a copy of its proposed budget for the next school year. The office of county superintendent shall review each item of appropriation within the current expense and capital outlay budgets and shall determine the adequacy of such budgets with regard to the annual reports and long- short-range objectives. The following information shall be submitted with the proposed budget:

1. Number of teaching staff members, as defined in these regulations, and all other employees for current year and requested budget year; and

2. A line item budget report or other authorized budget format.

(b) The office of county superintendent shall review and approve the proposed budget prior to its advertisement. If changes in the proposed budget are recommended by the office of county superintendent after review, pursuant to law and regulation, the office of county superintendent shall consult with the chief school administrator and district board of education.

SUBCHAPTER 6 PROCEDURES FOR EVALUATION OF THE PERFORMANCE OF EACH PUBLIC SCHOOL DISTRICT AND SCHOOL

6:8-6.1 Annual evaluation

(a) The commissioner shall conduct annually a uniform, statewide evaluation to ensure that each school district and each school within the district is performing according to the standards and procedures prescribed by law and regulation, as supplemented by this chapter.

(b) Each district board of education shall submit by July 1 a report describing progress of the district and each school within the district in achieving goals, objectives and standards. This report shall constitute part of the commissioner's annual evaluation of the district.

(c) The annual report shall be submitted on forms provided by the department of education and shall include but not be limited to:

1. Demographic data related to each school;

2. Results of district and school assessment programs of pupil achievement in basic skill areas;

3. Number of and reasons for school dropouts;

4. Evidence of the effectiveness by the district and each school within the district in achieving applicable state, district and school goals and long- and short-range objectives and standards;

5. Plans and programs for professional improvement;

6. Plans to carry out innovative or experimental educational programs designed to improve the quality of education;

7. Recommendations for school improvements during the ensuing year;

8. Master plans of projected capital construction needs, pursuant to law and regulation; and

9. Information on each school's fiscal operation including the district's audit report, when submitted, pursuant to law and regulation.

(d) The department of education shall not require in the annual report resubmission of information submitted in any other reports or forms.

(e) Each district and school within the district shall be monitored by persons designated by the commissioner for the purpose of evaluating the progress each school has made in implementing the standards, pursuant to this chapter.

6:8-6.2 Classification and notification

(a) The commissioner shall classify districts and each school within a district as approved, conditionally approved or unapproved, as defined in this chapter, based upon analysis of the annual reports submitted, the results of annual monitoring, and visitations by representatives of the commissioner.

(b) Classification of district or school shall become effective on the date of final action by the State Board of Education.

(c) The commissioner shall annually notify the chief school administrator and district board of education in writing of district and school classifications.

(d) The classification of every school and district shall be reported to the public by the district board of education, and a classification list shall be maintained in the office of county superintendent.

SUBCHAPTER 7. CORRECTIVE ACTION

6:8-7.1 Remedial plan for conditionally approved or unapproved districts or schools

(a) The commissioner shall direct the chief school administrator and board of education responsible for a district or for a school within the district classified as conditionally approved or unapproved to prepare and submit a remedial plan for review by a specified date. The commissioner shall make available appropriate technical assistance.

(b) Upon approval of a remedial plan, the commissioner shall assure its implementation in a timely and effective manner.

6:8-7.2 Corrective action by commissioner

(a) If the commissioner finds that the remedial plan submitted by the district board of education is insufficient or if a plan approved by the commissioner is not implemented in a timely and effective manner, the district board of education shall be ordered by the commissioner to show cause why corrective action should not be taken, pursuant to law and regulation.

(b) If the commissioner of education, after a plenary hearing, determines that it is necessary to take corrective action, the commissioner may:

1. Order necessary budgetary changes within the school district, and/or

2. Order in-service training programs for teaching staff members and other personnel.

(c) If the commissioner determines that such corrective actions are insufficient, the commissioner shall recommend to the State Board that it take appropriate action.

6:8-7.3 Corrective action by State Board of Education

(a) The State Board of Education, on determining that the school or school district is not providing a thorough and efficient system

of free public schools as defined in law and regulation, shall issue an administrative order specifying a remedial plan to the district board of education. This plan may include bedgetary changes and/or other measures the State Board determines to be appropriate. Nothing therein shall limit the right of any party to appeal the administrative order to the Superior Court, pursuant to law.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: KLB

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS

The Board of Education, though it is finally responsible for all reading matter and instructional material purchases, recognizes the student's right of free access to many different types of matter and material. The Board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and to make them available in the schools.

It is therefore the policy of the Board to require that reading matter and instructional materials shall be chosen for values of interest and enlightenment of all students in the community. Matter and materials shall not be excluded because of the race, nationality, political, or religious views of the writer or of its style and language. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, and local. Books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan, doctrinal approval or disapproval.

Censorship of reading matter and instructional materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment. Accordingly, the Board adopts the following policy when dealing with censorship of books or other materials:

1. The final decision for controversial reading matter and instructional material shall rest with the Board after careful examination and discussion of the reading matter or instructional material with school officials or anyone else the Board may wish to involve.

2. The Board recognizes the right of a student's parent or guardian to request that his or her child not have to read a given book, provided a written request is made to the appropriate building principal. Any parent who wishes to request reconsideration of the use of any book in the school must make such a request in writing on forms provided through building principals.

Date:

Legal Reference: N.J.S.A. 18A:34-1.2

Footnote: The above sample policy is not required by the "T&E" regulations of the New Jersey Administrative Code, however, it is a logical follow-through policy for both IIAA - Textbook Selection and Utilization and IIBD - School Libraries/Media Centers. The sample policy and form are reproduced from the EPS Manual of the National School Board Association.

NJSBA Educational Policies Development Service based on NSBA/EPS Policy Codification System	EPS File: KBL-E*

PUBLIC COMPLAINTS ABOUT THE CURRICULUM OR INSTRUCTIONAL MATERIALS
(Citizen's Request for Reconsideration)

Author Hardcover Paperback

Title

Publisher

Request initiated by_____
Telephone _____ Address _____ City _____

Complainant represents: ____ himself
____ (name organization)_____
____ (identify other group) _____

1. To what in the book do you object? (Please be specific; cite pages)

_____

2. What do you feel might be the result of reading this book?_____

_____

3. For what age group would you recommend this book?_____
4. Is there anything good about this book?_____
5. Did you read the entire book? _____ What parts?_____
6. Are you aware of the judgment of this book by literary critics?_ _____
7. What do you believe is the theme of this book?_____
8. What would you like the school district to do about this book?
_____ do not assign it to students
_____ withdraw it from all patrons of the library
_____ refer it to the chief school administrator for re-evaluation
9. In its place what book or instructional material of equal literary quality would you recommend that would convey as valuable a picture and perspective of our civilization?_____

_____
Signature of Complainant

Source: National Council of Teachers of English

E* - Exhibits may be included in policy manuals.

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